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ABSTRACT

The student profile consists of numerical data with some analysis, derived from an institution-wide study of student characteristics that may bear upon planning processes, especially for racial and ethnic groups. The data include demographic characteristics (race, sex, age, geographic origin, and resident status), maturational characteristics (marital or veteran status, support source, and employment), enrollment status, housing, on-campus employment, academic characteristics (application type, admission status, academic status, and grade point average), and program-related data (field of study and class or degree level). (MSE)

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Technical Report TR-78-1

UNIVERSITY OF LOUISVILLE
STUDENT BODY PROFILE
FALL 1976

by

Raquel W. Feler
and
William T. Taylor

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April 1978

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HIGHLIGHTS

Data listed here can be referenced from the following Summary Table.

1. The rate of Black enrollment in the Fall '76 sample was almost 10%.

2. Males constituted the majority of the University of Louisville population.

3. Close to half the sample were between 23 and 30 years of age.

4. Jefferson County provided this university with 78% of all students, and over 30% of the sample identified the East side as their permanent address.

5. Only 11% of the student sample came from other counties in Kentucky.

6. More than 60% of our group were unmerried.

7. Veterans made up 10% of the sample population.

8. Over 40% of our students indicated parents as their main support source and close to 30% were self-supporting.

9. Roughly 43% of the students in the sample were not employed at the beginning of the term, while 37% held full time jobs. However, almost 60% were taking full time credit loads.

10. Students using university housing facilities were a very small group (8%). As in all urban universities, the University of Louisville had an overwhelming majority of commuters.

11. A very small percentage of students (4.8%) were employed on campus, and 3.2% were part-time workers.

12. Almost 34% of the sample were admitted straight out of high school. Transfers from other senior colleges made up the next largest group. Less than 2% transferred to the University of Louisville from Junior Colleges. This figure did not include Jefferson Community College transfers who made up 7.5% of the sample students.

13. Although 87% were admitted in good standing, 6.3% of our population came in as Special Students.

14. Only 5% of the sample started the Fall '76 semester on academic probation. However, close to 20% of those on a standard grading system had Grade Point Averages from 0 to 2.0 at the end of that semester.

15. The School of Arts and Sciences had by far the largest enrollment in the Fall '76 (36.1%). Next in order of magnitude came the Arts and Sciences division of University College. Nursing, Police Administration, the Dental Assistant and the Dental Hygiene programs had 1% or less of the sample enrollment.

16. The University of Louisville's undergraduate programs made up 69% of the student sample. Slightly less than 30% were enrolled in graduate/professional programs.

SUMMARY

The following summary is a condensation of the tables found in the text. These data along with the preceding Highlights are intended to give the reader a concise overview of the study. However, it is hoped that should the reader need more clarification, the body of this paper will be referred to.

Table 1 - Demographic

	Number	Percent
All Students	1,508	100
Race		
White	1,293	85.7
Black	146	9.7
Other United States Citizens	39	2.6
Foreign Nationals	30	2.0
Sex		
Male	862	57.2
Female	646	42.8
Age		
16 - 22	534	35.4
23 - 30	700	46.4
31 - 45	228	15.1
46 - Over	39	2.6
No Data	7	0.5
Origin		
Jefferson County	1,175	77.9
West	171	11.4
South West	134	8.9
South	112	7.4
South East	156	10.3
East	462	30.6
Central	140	9.3
Other Kentucky Counties	166	11.0
Out of State	167	11.1
Residency		
Kentucky Resident	1,333	88.4
Non-Resident	175	11.6

Table 2 - Maturational

	Number	Percent
All Students	1,508	100.
Marital Status		
Not Married	937	62.1
Married	571	37.9
Veteran Status		
Veteran	158	10.5
Non-Veteran	1,350	89.5

(Cont.)

Table 3 - Financial

	Number	Percent
All Students	1,508	100
Support Source		
Loan	212	14.1
Parents	629	41.6
Grant	89	5.9
Work-Study	4	0.3
Scholarship	33	2.2
V.A. Benefits	99	6.6
Self-Support	442	29.3
Employment		
Full-Time	554	36.7
Part-Time	313	20.8
Not Employed	641	42.5

Table 4 - Involvement

	Number	Percent
All Students	1,508	100
Enrollment Status		
Full-Time	933	61.9
Part-Time	575	38.1
Housing		
Resident	121	8.0
Commuter	1,387	92.0
On-Campus Employment	73	4.8
Full-Time	24	1.6
Part-Time	49	3.2

Table 5 - Academic

	Number	Percent
All Students	1,508	100
Application Type		
Intra-University	126	8.4
Beginning	509	33.7
Kentucky Junior College	9	0.6
Out-of-State Junior College	13	0.9
Kentucky Senior College	283	18.8
Out-of-State Senior College	267	17.7
Jefferson Community College	114	7.5
Readmission	187	12.4
Admission Status		
Good Standing	1,312	87.0
Limited Load	42	2.8
Academic Probation	59	3.9
Special Student	95	6.3
Academic Status		
On Probation	75	5.0
Not On Probation	1,433	95.0
Grade Point Average		
0 -2.0	293	19.4
2.1-2.5	221	14.7
2.6-3.0	316	20.9
3.1-3.5	280	18.6
3.6-4.0	278	18.4
No Data	120	8.0

(Cont.)

Table 6 - Program Related

	Number	Percent
All Students	1,508	100
School		
Education	146	9.7
Arts and Sciences	544	36.1
Medical	62	4.1
Nursing	15	1.0
Law	64	4.2
Police Administration	15	1.0
Dental	27	1.8
Dental Assistant	3	0.2
Dental Hygiene	1	0.1
Speed	129	8.5
University College	338	22.4
Music	23	1.5
Business	93	6.2
Kent	48	3.2
Student Level		
Total Unclassified	28	1.9
Freshman	375	24.8
Sophomore	196	13.0
Junior	220	14.6
Senior	250	16.6
Total Undergraduate	1,041	69.0
Masters	282	18.7
Doctoral	18	1.2
Total Graduate	300	19.9
Total Professional	139	9.2

INTRODUCTION

The Student Body Profile is the result of a request for information on specific characteristics of minority students at the University of Louisville. As talks between the Assistant Vice President for Minority Affairs and Institutional Research Staff progressed, the original purpose of the project shifted from a focus on minority students into a comparison of racial-ethnic groups which would be more meaningful and useful to administrators at this University.

The purpose of this study is to describe some characteristics of University of Louisville students that may bear upon institutional planning, and to provide a baseline for further studies such as enrollment projections, attrition/retention, program evaluation, student outcomes, etc., by characterizing target populations. This overall purpose is consistent with the statement of goals and mission of the University of Louisville which entails providing programs with an urban emphasis that will respond to the requirements of the area.

Specific objectives for the study are a) to describe the student body by determining some demographic characteristics, and b) to compare selected academic and socio/demographic factors among racial-ethnic groups within the university, within schools, and between undergraduate and graduate students of this university.

A number of universities routinely conduct studies of this nature, thus keeping abreast of enrollment change trends in their student population.(1) It seems logical that an organization which is aware of the characteristics of the consumers of its product, i.e. education, certification, saleable skills, etc., will be better able not only to respond to the requirements of these consumers but also to fulfill its responsibilities to the larger society by reaching the best possible compromise between student needs and the demands of the open market. The alternative in personal cost to students in terms of effort, time, money, and emotional investment leads to the development of an image of failure with loss of self-respect, with additional considerations of the loss to society.(2)

Since the order of the day was to "know thy population", the collection of socio/demographic data seemed to be the <u>starting</u> point. Obviously, the distribution of university funds should change when the population changes. Older students have different needs than younger students. Married students do not require the same environment that single students require. Even in this day and age of sexual equality when the lines that demarcate rigidly defined sex roles are slowly fading, women and men still exhibit different areas of interest, special abilities, educational goals, and academic performance.

In recent years there has been an increasing recognition of racial/ethnic/cultural differences. From the idea of the "melting pot" which had

traditionally characterized our thinking, our society has slowly moved towards a seemingly more realistic appraisal of our assets and liabilities by accepting cultural diversity.(3) This, coupled with the attempts to provide "equal opportunity for all" has presented difficulties for universities trying to continue to serve their constituencies at the same time they struggle to cope with internal change.

As a result of these pressures, and confronted with nationwide trends toward a decrease in enrollment, educational institutions are increasingly focusing on problems of student persistence.(4) Moreover, by recognizing the vulnerability of college students to emotional problems, academic communities are also moving to try to prevent difficulties and to ameliorate those problems that already exist to the degree that is possible.(5) Measures such as orientation programs which provide the incoming student not only with a quick look at the campus, but hopefully give him/her a direct line to an advisor, a peer group, student organizations, etc., contribute to that student's identification with the university at the same time they reduce his/her chances of failure.

Our society's concern with achievement is reflected in a growing preoccupation with determining what characteristics of the college student are significant to his/her academic success. Variables such as high school Grade Point Average, rank in high school class, and tests of academic ability have traditionally been used over time by admissions officers throughout the country. This study incorporated "maturation variables" such as marital status and military status in order to facilitate the study of their relationship to academic performance.

Dormitory living would appear to be one of the factors contributing to student involvement in the academic and social life of the institution they attend. Since it has been speculated that student involvement may be directly related to academic performance,(6) the residence status of students at the University of Louisville was examined, even though this institution, like most urban universities, tends to draw its population from its immediate environment, and is characterized, therefore, as a "commuter school".

On-campus versus off-campus employment has been used in recent studies as a measure of involvement in university life;(7) therefore this factor was included in the reports that follow.

There has been some question about the effect of economic circumstances on academic success. Traditional thinking in our society contends that motivation to study is enhanced by the student's contribution to his/her education. This argument may be contradicted by the idea that freedom from economic stress will allow the student more time and energy to dedicate to his studies. This is one of the reasons why financial assistance and employment data were included in this study.

The socio/demographic characteristics of this community as a whole are extremely heterogeneous, including various income levels, and ethnic-racial backgrounds. The percentage of Blacks in Jefferson County as reported in the latest census is 13.7. Foreign born residents are less than 5% of the total population.(8) It is obvious from these figures that studies of student life at the University of Louisville would provide useful information since this university is within reach of a diverse population ranging from dense urban areas through affluent suburbia to rural farming communities.

LIMITATIONS

This is the first time a project of this nature has been attempted at the University of Louisville. As a result, there was little idea of the impact the study would have on university resources, particularly those of the Office of Institutional Research. Therefore, some of the limitations of the study derive from constraints of time and personnel.

Most of the problems encountered, however, resulted from deficiencies in the collection and maintenance of machine-readable data, since in many cases only the barest minimum of data required to count students and generate grade reports were actually recorded. The retrieval and incorporation of those elements that were manually accessible from existing paper-files -- such as permanent record cards, registration cards and student folders -- was slow, labor intensive, and subject to error, if painstaking quality control efforts had not been undertaken. Even then, some of this data may be incorrect and/or incomplete, since it was provided by students at registration time without adequate validation.

As stated earlier, this study is the first step in acquiring and systematizing student data for various planning activities. To this end, three reports were prepared: a) profile by race, b) by school, and c) by student level. Since the data has been preserved in computer form, other reports may be prepared at the request of interested parties.

As a final note, it needs to be emphasized that cooperation from all units within the university is a requirement if studies of this nature are to be prepared by this office in the future.

METHODOLOGY

A random sample[9] was drawn from the Registration file for Fall 1976. The rationale for using a random sample rather than the whole University of Louisville population was to lessen the data collection effort for those elements of information absent from the file. The student sample was selected by generating a series of random numbers, each representing a record in the Student Master File tape.

A "Student Body Profile Master File" was created at this point by merging Admissions and Student Master files, since information contained in both tapes was needed and students were identified by social security number in the first, and by student number in the second.

Two types of data were collected: a) that which was not a data element in the registration and admissions tapes, such as employment data, cumulative Grade Point Average, etc., and b) the missing data for which there was provision on the file but had not been entered for some reason. (See Appendix 1)

No effort was made to determine whether this sample accurately reflected the total population with respect to all variables, since the corresponding parameters of the population were not available at that point. However, results of the study were compared for some of those variables with data informally provided by appropriate offices, and it was found that in most cases our sample closely approximated population parameters as stated in the report.

Selection of the data was predicated on its importance based on other studies of similar nature as well as on research beyond the function of a description of the student population. However, as the data collection process progressed some elements had to be dropped from the study as they were either simply unavailable from our existing records system, or the time involved in their gathering proved excessive. A list of data elements collected is found in Appendix 2.

All information collected was not used in this particular study either because the number of cases was too small for a particular data element, or because its analysis would fall beyond the scope of this profile. Analysis was done by using the Statistical Package for the Social Sciences (SPSS), with the sub-programs -- Frequencies, Crosstabs, and Breakdown.[10]

RESULTS AND DISCUSSION

The description of the student sample was organized to permit access by a) Race, b) School, and c) Graduate/Undergraduate status.

(A) RACE

Demographic:
Sex;
Age;
Origin;
Residence

The general/demographic characteristics of the sample are presented in Table A-1. Of the 1508 students in our sample, the overwhelming majority, 85.7%, are White. Blacks constitute the second largest group with 9.7%. Other racial categories for U.S. citizens -- Asian/Pacific Islander, American Indian/Alaskan native, and Hispanic, plus 26 unclassified students -- were aggregated in a single group due to their low incidence, 2.6% of the students in our sample. Foreign students are 2.0% of the sample.

Traditional cultural differences in expectations of achievement may be reflected in that 61.6% of the Black students are female, while 58.6 % of the White students are male.(11) The wide gap between male and female enrollment in the Foreign National classification may be explained by the value system of those cultural groups which make up the bulk of the foreign student population. Out of about 400 international students from 50 countries at the University of Louisville, 240 are from the Middle East -- 40% of those from Iran, and the rest from Arab countries. Close to 15% of these international students come from Latin America. Both of these groups are widely held to exhibit common characteristics in their orientation to male scholastic achievement with stricter sexual role differentiation than that of the U.S.(12)

Total female enrollment at the University of Louisville does not reflect current national enrollment trends which report that women constitute 52% of the young college students (14 to 21 years old), and 59% of the group 35 years old and over. However, men still make up the majority of the group between 22 and 34. National figures report that women are 47% of all college students 14 to 34.(13)

Breakdown in age groups shows that the largest group of students at the University of Louisville, 46.4% of the sample, is between 23 and 30 years of age. This is confirmed by figures on the White, Other U.S. citizens groups, and Foreign Nationals -- 47.5%, 43.6%, and 46.7% respectively. In contrast, figures on Black enrollment show that 47.9% are between the ages of 16 and 22, decreasing by 10% in the next age group, which may be indicative of high drop-out rates within this specific category. All racial categories show dramatic decrease to a total 2.6% of students in the sample who are over 45. These figures were somewhat surprising to the researchers since current trends in education point to a substantial increase in enrollment of older persons, particularly

TABLE A-1

DEMOGRAPHIC VARIABLES

	White	Black	Other	Foreign National	Total Number	Total Percent
All Students	1,293	146	39	30	1,508	100.0
	85.7	9.7	2.6	2.0		
Sex						
Male	758	56	22	26	862	57.2
% of all Males	87.9	6.5	2.6	3.0		
% by Race	58.6	38.4	56.4	86.7		
Female	535	90	17	4	646	42.8
% of all Females	82.8	13.9	2.6	0.6		
% by Race	41.4	61.6	43.6	13.3		
Age						
16-22	440	70	12	12	534	35.4
% of age group	82.5	13.1	2.2	2.2		
% by Race	34.0	47.9	30.8	40.0		
23-30	614	55	17	14	700	46.4
% of age group	87.7	7.9	2.4	2.0		
% by Race	47.5	37.7	43.6	46.7		
31-45	201	16	8	3	228	15.1
% of age group	88.2	7.0	3.5	1.3		
% by Race	15.5	11.0	20.5	10.0		
over 45	34	3	2	0	39	2.6
% of age group	87.2	7.7	5.1	0		
% by Race	2.6	2.0	5.1	0		
No Data	4	2	0	1	7	0.5
% of age group	57.1	28.6	0	14.3		
% by Race	0.4	1.4		3.3		
Origin						
Jefferson Co. Total	1,029	116	27	3	1,175	77.9
% of Jefferson Co. Residents	87.6	9.9	2.3	0.2		
% by Race	79.6	79.5	69.2	10.0		
West	98	68	4	1	171	11.4
% of W. Residents	57.3	39.8	2.3	0.6		
% by Race	7.6	46.5	10.2	3.3		
Southwest	129	3	1	1	134	8.9
% of S.W. Residents	96.4	2.2	0.7	0.7		
% by Race	10.0	2.1	2.6	3.3		
South	107	4	1	0	112	7.4
% of S. Residents	95.5	3.6	0.9	0		
% by Race	8.3	2.7	2.6	0		
Southeast	136	16	4	0	156	10.3
% of S.E. Residents	87.1	10.3	2.6	0		
% by Race	10.5	11.0	10.3	0		
East	439	11	12	0	462	30.6
% of E. Residents	95.0	2.4	2.6	0		
% by Race	33.9	7.6	30.7	0		
Central	120	14	5	1	140	9.3
% of Cent. Residents	85.7	10.0	3.6	0.7		
% by Race	9.3	9.7	12.8	3.4		

(Cont.)

TABLE A-1 (CONT.)

	White	Black	Other	Foreign National	Total Number	Total Percent
Origin (cont.)						
Other Ky. Counties	150	13	3	0	166	11.0
% of Other Ky. Counties	90.4	7.8	1.8	0		
% by Race	11.6	8.9	7.7	0		
Out of State	114	17	9	27	167	11.1
% of Out of State	68.2	10.2	5.4	16.2		
% by Race	8.8	11.6	23.1	90.0		
Residence Status						
Kentucky Resident	1,185	134	13	1	1,333	88.4
% of Kentucky Residents	88.8	10.1	1.0	0.1		
% by Race	91.6	91.8	33.3	96.7		
Non-Resident	108	12	26	29	175	11.6
% of Non-Residents	61.6	6.9	14.9	16.6		
% by Race	8.4	8.2	66.7	11.6		

women.[14] We do not have prior figures with which to compare these, therefore, no judgement can be made as to the relative growth of this group at the University of Louisville. It may be possible that older students who want to return to, or start college are being drawn to a small, less complicated, and therefore less alienating organization such as JCC or IU Southeast, rather than coming to the large urban campus of the University of Louisville.[15]

As expected, it was found that the University of Louisville does achieve its goal of serving its urban surroundings. 88.9% of our students are Kentucky residents, and more specifically, 77.9% report Jefferson as their county of origin.

For purposes of showing geographic dispersion -- place of current residence -- Jefferson County was divided into six areas. The lines separating these areas were arbitrarily drawn following what the authors felt expressed neighborhood identification. (See Appendix 3) Enrollment figures showed that the largest proportion of the University of Louisville students comes from the East End of Jefferson County -- 30.6% of the whole sample. This in itself was not unexpected since studies have shown that background characteristics such as socio-economic status affect college attendance.[16] Eastern Jefferson County shows the highest median income and also includes the highest concentration of professionals in the area.[17]

The racial distribution of geographic dispersion showed that the largest single group of Black students -- 46.5% -- comes from the West End of Jefferson County. This may be due to the fact that Blacks form the largest racial group in that area. The possibility that Blacks from the East side may be going either out of state, or out of Louisville for higher education, is suggested by enrollment figures and is worth further study. Even though the median income of the South End is high, their enrollment percentage is the lowest in Jefferson County. This confirms that other variables besides income level influence aspirations for a college degree and may be consistent with the value system of inhabitants of that area.

Kentucky residents, as defined for tuition purposes, comprise 88.4% of the sample and include roughly the same ratio for both White and Black -- 91.6% and 91.8% respectively. About two-thirds of the group defined as "Other U.S. Citizens" are out-of-state students. As expected, 96% of our Foreign Nationals indicated out-of-state permanent residence. The University of Louisville Foreign students, citizens of another country by definition, include 10% who have permanent visas,[18] which explains the fact that some appear in our sample as residents of Jefferson County.

Maturational:
Marital
Veteran Status

Marital status, and Veteran status, defined by the authors of this report as maturational variables, are summarized in Table A-2. Over 60% of our sample reported being single. Only slightly over one-fifth of the Black students in our sample indicated they were married, which shows some correlation with the age breakdown since, as shown above, almost half of the Black students in the sample are between 16 and 22. Over 86% of the Foreign Nationals are single,

TABLE A-2

MATURATIONAL VARIABLES

	White	Black	Other	Foreign National	Total Number	Total Percent
All Students	1,293	146	39	30	1,508	100.0
	85.7	9.7	2.6	2.0		
Marital Status						
Not Married	774	112	25	26	937	62.1
% of Not Married	82.7	12	2.6	2.7		
% by Race	59.9	76.7	64.1	86.7		
Married	519	34	14	4	571	37.9
% Married	90.8	6.0	2.5	0.7		
% by Race	40.1	23.3	35.9	13.3		
Veteran Status						
Yes	146	10	2		158	10.5
% of Veterans	92.4	6.3	1.3			
% by Race	11.3	6.8	5.1			
No	1,147	136	37	30	1,350	89.5
% of Non-Veterans	85.1	10	2.7	2.2		
% by Race	88.7	93.2	94.9	100		

which again may be related to age and cultural factors, as well as to the fact that it is certainly easier for individuals to leave their country for further training on a temporary basis if unhindered by family responsibilities.

Veterans make up about 10% of the students in our sample. This figure reflects the entire University of Louisville population, which is similar to the rates reported by other universities in urban areas throughout the country. Even though minority groups were over-represented in the Vietnam era, their enrollment in institutions of higher education is close to half that of the White student population.(19)

Financial:
Support Source
Employment

Table A-3 summarizes the financial characteristics of the student sample by race. Over 40% of the students at this university indicate parents as their main support source, which may reflect the undergraduate/graduate/professional status of our sample population. Self-supporting students make up the second largest group -- close to 30% -- in the University of Louisville student body.

When this data is analyzed in terms of racial groups, the overall relationship of White students to support sources remains very close. However, the ratio of Black students in our sample whose education is mainly financed by loans, e.g. government, is significantly higher than that of Whites or Other U.S. citizens, and does not agree with figures available from the Financial Aid office showing that over 50% more White than Black students at the University of Louisville take advantage of loan programs.

The percentage of Black students in the sample mainly supported by their parents is substantially smaller than that of Whites, reflecting nationwide economic conditions.(20)

The third category includes University grants such as tuition remission for children and spouses of University employees as well as Basic Educational Opportunity Grants. Our figures indicate that close to 80% of the students in the grant category are White while almost 17% are black. However, racial group percentages paint a different picture since the percentage of Blacks who receive grants is almost twice that of Whites. Of those students receiving University grants such as tuition remission (a very small fund) almost 90% are White, while Basic Equal Opportunity Grants, which in the 76-77 academic year amounted to 1.3 million dollars distributed among 1700 undergraduates, where the criterion is demonstrated need, were channeled mostly toward minority group students.

Close to 10% of the students at the University of Louisville participate in the Work-Study Program. This was not borne out by our sample which showed only 0.3% in this category. About 580 persons, 60% of which were White, actually used this program in 76-77 to assist in financing their education.

The fifth support source category includes both athletic and academic scholarships. The percentage by race in our sample shows an equal proportion of White and Black students on scholarships. In fact, though, 90% of the

TABLE A-3

FINANCIAL VARIABLES

	White	Black	Other	Foreign National	Total Number	Total Percent
All Students	1,293	146	39	30	1,508	
	85.7	9.7	2.6	2.0		
Support Source						
Loans	165	43	4	0	212	14.1
% of Loan Recipients	77.8	20.3	1.9	0		
% by Race	12.8	29.5	10.3	0		
Parent	541	52	16	20	629	41.6
% with Parental Support	86.0	8.3	2.5	3.2		
% by Race	41.7	35.6	38.6	66.7		
Grants	70	15	2	2	89	5.9
% of Grant Recipients	78.7	16.9	2.2	2.2		
% by Race	5.4	10.3	5.1	6.7		
Work-Study	4	0	0	0	4	0.3
% of Work-Study Recipients	100	0	0	0		
% by Race	0.3	0	0	0		
Scholarships	27	3	0	3	33	2.2
% of Scholarship Recipients	81.8	9.1	0	9.1		
% by Race	2.1	2.1		10.0		
V.A.	93	5	1	0	99	6.6
% with V.A. Benefits	93.9	5.1	1.0	0		
% by Race	7.2	3.4	2.6	0		
Self-Support	393	28	16	5	442	29.3
% Self-Supporting	89.0	6.3	3.6	1.1		
% by Race	30.5	19.2	43.4	16.7		
Employment						
Full-Time	503	37	13	1	554	36.7
% of Full-Time	90.8	6.7	2.3	.2		
% by Race	38.9	25.3	33.3	3.3		
Part-Time	290	14	7	2	313	20.8
% of Part-Time	92.7	4.5	2.2	.6		
% by Race	22.4	9.6	17.9	6.7		
Not Employed	500	95	19	27	641	42.5
% of Not Employed	78.0	14.8	3.0	4.2		
% by Race	38.7	65.1	48.7	90.2		

students on academic scholarships such as National Merit, in the year 76-77, were White while over 75% of the athletic scholarships went to Black students.(21)

Only 6.6% of the 10.5% of Veterans at the University of Louisville indicate VA Benefits as the main contribution to their educational expenses. Their distribution by race closely matches that of racial group representation in the Veteran category.

Available data on the 1,508 students in the sample shows that 42.5% are unemployed, 36.7% are employed full time, and the remaining 20.8% are employed part time. Breakdown by racial group shows about the same percentage of White students working full time as those Whites who report no job, while 65.1% of the 146 Black students in the sample show up as unemployed. As expected, Foreign Nationals present the highest rate of unemployment, 90.2%.

Involvement:
Full-Time/
Part-Time;
Housing;
On-Campus
Employment

As already mentioned in this report, the rate of involvement in school is one factor that may be of consequence for studies of persistence and attrition. The writers focused on the full-part time status, even though it might be argued that some part-time students spend an equal time on campus to that of full time students by making extensive use of library facilities or gathering places such as the Ecumenical Center. It was assumed that living in university housing may provide more exposure to faculty, staff, and other students than everyday commuting. On-campus work, whether full or part-time also provides students with more opportunities for contact with in-house personnel. It should be remembered, though, that in the last analysis the degree of involvement in university life, and the degree of exchange of ideas, depend on the personal characteristics, the cultural group with which the individual identifies, and economic circumstances. It has been observed for example that there is great variability in the degree of gregariousness of different sub-cultures within the population.(22) This factor in itself may have an impact upon the learning style of individuals, e.g. it may be more efficient for some to study in groups rather than by themselves.

Table A-4 contains involvement data derived from our sample. Full/part time enrollment figures are 61.9% and 38.1%, a close representation of the population parameters. University of Louisville's Higher Education General Information Survey indicated that 37% of the Fall 1976 enrollment consisted of part time students, which also coincides with enrollment data from other urban campuses such as the University of South Florida (Tampa) and the University of Missouri (Kansas City), with 36% and 35% respectively. Nationwide data reports show that about 77% of the Black students are attending college on a full-time basis, compared to 71% of the whites.(23) Breakdown of our sample by race reflects this trend, since over two thirds of the Black students, more than three fourths of the Foreign Nationals, and about three fifths of the Whites are taking a full credit load.

TABLE A-4

INVOLVEMENT VARIABLES

	White	Black	Other	Foreign National	Total Number	Total Percent
All Students	1,293	146	39	30	1,508	100.0
	85.7	9.7	2.6	2.0		
Enrollment						
Full-Time	797	105	7	24	933	61.9
% of Full-Time	85.4	11.2	0.8	2.6		
% by Race	61.6	71.9	17.9	80.0		
Part-Time	496	41	32	6	575	38.1
% of Part-Time	86.3	7.1	5.6	1.0		
% by Race	38.4	28.1	82.1	20.0		
Housing						
Resident	79	31	6	5	121	8.0
% of Residents	65.3	25.6	5.0	4.1		
% by Race	6.1	21.2	15.4	16.7		
Commuter	1,214	115	33	25	1,387	92.0
% of Commuters	87.5	8.3	2.4	1.8		
% by Race	93.9	78.8	84.6	83.3		
On-Campus Employment						
Full-Time	23	1	0	0	24	1.6
% of Full-Time	95.8	4.2	0	0		
% by Race	1.8	0.7	0	0		
Part-Time	42	5	0	2	49	3.2
% of Part-Time	85.7	10.2	0	4.1		
% by Race	3.2	3.4	0	6.7		
Total	65	6	0	2	73	4.8
% of Total	89.1	8.2	0	2.7		
% by Race	5.0	4.1	0	6.7		

Most urban universities are characterized by a high rate of commuters. University of Louisville is no exception since out of the 15,901 students enrolled in the fall of 1976, 8% lived in dormitories, University of Louisville apartments, or fraternity houses. From figures supplied by the housing office, breakdown by place of origin -- which does not include the Kentucky Towers Apartments, Confederate Place, or the Medical-Dental Apartments, due to lack of records on those units -- shows that 33.5% of our dormitory space is occupied by Jefferson County residents, 26.2% by residents of other Kentucky counties, 30.6% by out-of-state students, and 9.7% by Foreign students. Our sample replicated housing percentages very closely. Breakdown by race shows that even though the majority of the students in university accomodations are White, they only represent 6.1% of the White students in comparison to 21.2% for Blacks, 16.7% for Foreign students, and 15.4% for the "Other U.S. citizens" group.

Of our students, 4.8% indicated being employed by the University. It should be remembered that this category includes permanent staff as well as work-study students, teaching and research assistants, etc. Close to two thirds of these individuals report part-time rather than full-time employment on campus. Percentages by race show a close relationship to the total distribution of our sample.

Academic:
Applicant Type,
Admission Status,
Academic Status,
College Grade
Point Average

Table A-5 summarizes selected academic variables. The first category, applicant type, shows that the greatest number of students in our sample start at the University of Louisville as beginning students right after they graduate from high school. Percentages by race show that comparatively the largest groups in this classification are Blacks and Foreign Nationals. Next in order of magnitude are those students who transfer to the University of Louisville from another senior college in Kentucky (almost half of the preceding group), closely followed by students who transfer from an out-of-state senior college.

For the purposes of this study, students who have successfully completed a degree program at the University of Louisville, and are working towards an advanced degree in the same school/department or accepted in another school/department were designated as re-admissions. These students make up 12.4% of our population.

Intra-university transfers include mostly those individuals who by reason of their course of study start in one school -- mainly Arts and Sciences -- and then need to transfer to another school, e.g. Business or Education -- usually after they have completed preliminary coursework for admission into those schools. This category also includes a significant number of students whose personal circumstances, such as limited scheduling possibilities, steer them into University College to later apply to another unit within the university. Percentages by race show approximately the same distribution for Whites and Blacks in this category.

TABLE A-5

ACADEMIC VARIABLES

	White	Black	Other	Foreign National	Total Number	Total Percent
All Students	1,293	146	39	30	1,508	100.0
	85.7	9.7	2.6	2.0		
Applicant Type						
Intra-University Transfer	109	13	3	1	126	8.4
% Intra-University Transfer	86.5	10.3	2.4	0.8		
% by Race	8.4	8.9	7.7	3.3		
Beginning	417	63	11	18	509	33.7
% Beginning	81.9	12.4	2.2	3.5		
% by Race	32.3	43.2	28.2	60.0		
Kentucky Junior College	6	1	2	0	9	0.6
% Kentucky Junior College	66.7	11.1	22.2	0		
% by Race	0.5	0.7	5.1	0		
Out-of-State Junior College	12	1	0	0	13	0.9
% Out-of-State Junior College	92.3	7.7	0	0		
% by Race	0.9	0.7	0	0		
Kentucky Senior College	254	24	5	0	283	18.8
% Kentucky Senior College	89.7	8.5	1.8	0		
% by Race	19.6	16.4	12.8	0		
Out-of-State Senior College	235	14	7	11	267	17.7
% Out-of-State Senior College	88.1	5.2	2.6	4.1		
% by Race	18.2	9.6	17.9	36.7		
Jefferson Community College	95	17	2	0	114	7.5
% Jefferson Community College	83.3	14.9	1.8	0		
% by Race	7.3	11.6	5.1	0		
Readmission	165	13	9	0	187	12.4
% Readmission	88.2	7.0	4.8	0		
% by Race	12.8	8.9	23.2	0		
Admission Status						
Good Standing	1,142	113	36	21	1,312	87.0
% Good Standing	87.0	8.6	2.8	1.6		
% by Race	88.3	77.4	92.3	70.0		
Limited Load	32	10	0	0	42	2.8
% Limited Load	76.2	23.8	0	0		
% by Race	2.5	6.8	0	0		
Academic Probation	44	14	0	1	59	3.9
% Academic Probation	74.6	23.7	0	1.7		
% by Race	3.4	9.6	0	3.3		
Special Student	75	9	3	8	95	6.3
% Special Student	78.9	9.5	3.2	8.4		
% by Race	5.8	6.2	7.7	26.7		
Academic Status						
On Probation	53	19	0	3	75	5.0
% On Probation	70.7	25.3	0	4.0		
% by Race	4.1	13.0	0	10.0		
Not on Probation	1,240	127	39	27	1,433	95.0
% Not on Probation	86.5	8.9	2.7	1.9		
% by Race	95.9	87.0	100.0	90.0		

(Cont.)

TABLE A-5 (CONT.)

	White	Black	Other	Foreign National	Total Number	Total Percent
Grade Point Average						
0-2.0	206	68	9	10	293	19.4
% Between 0-2.0	70.3	23.2	3.1	3.4		
% by Race	15.9	46.6	23.1	33.3		
2.1-2.5	187	29	4	1	221	14.7
% Between 2.1-2.5	84.6	13.1	1.8	0.5		
% by Race	14.5	19.9	10.3	3.3		
2.6-3.0	284	19	8	5	316	20.9
% Between 2.6-3.0	89.9	6.0	2.5	1.6		
% by Race	22.0	13.0	20.5	16.7		
3.1-3.5	250	14	7	9	280	18.6
% Between 3.1-3.5	89.3	5.0	2.5	3.2		
% by Race	19.3	9.6	17.9	30.0		
3.6-4.0	259	6	8	5	278	18.4
% Between 3.6-4.0	93.1	2.2	2.9	1.8		
% by Race	20.0	4.1	20.5	16.7		
No Data	107	10	3	0	120	8.0
% With No Data	89.2	8.3	2.5	0		
% by Race	8.3	6.8	7.7	0		

There is a sizable number of students at the University of Louisville who have transferred from Jefferson Community College (7.5% of our sample). Even though an overwhelming majority of the students in this category are White they represent 7.3% of their group while of all the Black students, 11.6%, a much larger percentage, transfer from the community college in this area. It is possible that students who are not at all sure of their ability to "make it" may tend to try out a smaller, more manageable and less costly institution, rather than beginning at the University of Louisville.

Admission status shows that 87.0% of the sample was admitted to the University of Louisville in good standing, which means they were able to meet the particular requirements of the school to which they were applying. Percentages by group confirm speculations by the researchers that the smallest group in this classification would be the Foreign students, followed by the Black group. Those admitted on limited load are beginning students who are thought to have potential for good college work, notwithstanding the fact that they have some deficiency, such as very uneven grades, low admissions test scores, or who come in without a high school diploma (e.g. early start program). They make up a very small percentage of the University of Louisville population, and their proportionate distribution by race shows slightly less than three times as many Blacks as Whites in this category. Students admitted on academic probation are usually transfers whose previous college work shows less than a 2.0 GPA. Our table shows about the same relationship for Whites and Blacks as the previous classification. The "special student" classification has been traditionally reserved for those who want to take a course at the University of Louisville as non-degree candidates, for high school students who come to take a course here rather than taking it in their home school, or for Foreign students who were admitted to the university provisionally for one year before actually being permitted to matriculate. As expected, Foreign Nationals are by far the most heavily represented group in this classification, followed by "Other U.S. citizens", Blacks, and Whites.(24)

Academic status classifies students within the "on probation" vs "not on probation" categories. Students on probation are those who have less than a 2.0 GPA in their college work. Five percent of the 1508 students in our sample were "on probation" at the beginning of the fall semester of 1976.

Figures show significant differences between racial groups, since the occurrence of probationary status among Blacks is more than three times as frequent as among Whites. Apparent inconsistencies between these figures and those on the following category may be explained by the fact that readings on academic status were taken at the beginning of the fall, while GPA figures included credit hours and points accrued during that semester.

GPA was computed when possible, and only for students enrolled in schools using traditional grading practices. The last classification in that category, 8% of the sample, includes those students for which no information was available, those who withdrew, and Medical and Kent school students who are on a pass/fail system. The average GPA score for the whole student sample was 2.6. (See Appendix 4) GPA ranges show that almost half of the Black population at the University of Louisville has less than 2.0 GPA. As GPA ranges increase, the percentage of Black students in those ranges decreases, up to the point where only 4.1% of the Black students have GPA's from 3.6 to 4.0. These results definitely point out academic weaknesses within this group.

Almost 16% of the Whites have GPA's less than 2.0. The largest group of White students have GPA's between 2.6 and 3.0. The second largest group falls between 3.6 and 4.0. These figures suggest that results may be distorted by the graduate/undergraduate mixture of students in this report.

Even though 33.3% of the Foreign Nationals fall within the 0 to 2.0 range, the rest are distributed in such a way that 30% of this group have GPA's ranging from 3.1 to 3.5. The fact that a period of time needs to be invested in learning how to function with a different language, in a different culture, and how to negotiate a different educational system may help to explain the large number of students below a 2.0. On the other hand it must be remembered also that Foreign Nationals need to be scholastically above average in order to gain admission abroad.

GPA breakdown by racial groups shows that Whites, Foreign Nationals, and Other U.S. citizens' are very similar -- 2.7, 2.7, and 2.5 respectively -- while the Black group has a significantly lower GPA, 2.0. Measures of variability show that Foreign Nationals are the most homogeneous group, while "Others" in the sample present the largest amount of dispersion. Our results tend to confirm prior speculations as to the academic differences between the two major groups at the University of Louisville. These differences are even more substantial when looked at in terms of both race and sex, and they tend to support studies showing that female students in general show higher degrees of academic success as measured in terms of grades.(25) (See Appendices 4 and 5)

Program Related:
School;
Student Level

Table A-6 shows racial breakdown by schools/colleges within the University of Louisville. General population characteristics were very closely reflected by the sample with only two exceptions, the Dental Hygiene program, and Kent School of Social Work where actual enrollment figures came up to 0.5% and 2.0% of the University of Louisville student body in the fall of 1976.

Results show that the great majority of our students are concentrated in the School of Arts and Sciences, and the University College -- 36.1% and 22.4% respectively. Part of this phenomenon can be explained by the organization of the university which dictates that students working for a degree in Business or Education, for example, need to complete their freshman and sophomore years in the College of Arts and Sciences prior to their admission to these schools.

Racial breakdown shows that Black students tend to concentrate in Arts and Sciences, U.C., and Education in relatively high proportions. Kent School, with a 3.2% "share of the market" shows that 10.4% of its population is black. Apart from other considerations, these figures seem to reflect the impact of the minority recruiting programs in the school. Our data confirms national figures stating that Blacks flow towards programs in Education and the Social Sciences.(26)

The relative concentration of Foreign students in those schools with traditionally large enrollments is lower than the norm. However, more than half of all Foreign students in our sample are enrolled in Speed School.

TABLE A-6

PROGRAM RELATED VARIABLES

	White	Black	Other	Foreign National	Total Number	Total Percent
All Students	1,293	146	39	30	1,508	100.0
	85.7	9.7	2.6	2.0		
School						
Education	115	23	7	1	146	9.7
% School of Education	78.8	15.7	4.8	0.7		
% by Race	8.9	15.8	17.9	3.3		
Arts & Sciences	464	58	15	7	544	36.1
% Arts & Sciences	85.2	10.7	2.8	1.3		
% by Race	35.9	39.7	38.5	23.3		
Medical	57	1	2	2	62	4.1
% Medical School	92.0	1.6	3.2	3.2		
% by Race	4.4	0.7	5.1	6.7		
Nursing	14	0	1	0	15	1.0
% Nursing School	93.3	0	6.7	0		
% by Race	1.1	0	2.6	0		
Law	62	2	0	0	64	4.2
% Law School	96.9	3.1	0	0		
% by Race	4.8	1.4	0	0		
Police Administration	15	0	0	0	15	1.0
% Police Administration	100.0	0	0	0		
% by Race	1.2	0	0	0		
Dental	26	1	0	0	27	1.8
% Dental School	96.3	3.7	0	0		
% by Race	2.0	0.7	0	0		
Dental Assistants	3	0	0	0	3	0.2
% Dental Assistants	100.0	0	0	0		
% by Race	0.2	0	0	0		
Dental Hygiene	1	0	0	0	1	0.1
% Dental Hygiene	100.0	0	0	0		
% by Race	0.1	0	0	0		
Speed	103	7	2	17	129	8.5
% Speed Students	79.8	5.4	1.6	13.2		
% by Race	8.0	4.8	5.1	56.7		
University College	286	42	8	2	338	22.4
% University College	84.6	12.4	2.4	0.6		
% by Race	22.0	28.7	20.5	6.7		
Music	19	2	1	1	23	1.5
% Music School	82.7	8.7	4.3	4.3		
% by Race	1.5	1.4	2.6	3.3		
Business	85	5	3	0	93	6.2
% Business School	91.4	5.4	3.2	0		
% by Race	6.6	3.4	7.7	0		
Kent	43	5	0	0	48	3.2
% Kent School	89.6	10.4	0	0		
% by Race	3.3	3.4	0	0		

(Cont.)

TABLE A-6 (CONT.)

	White	Black	Other	Foreign National	Total Number	Total Percent
All Students	1,293	146	39	30	1,508	100.0
	85.7	9.7	2.0	2.0		
Student Level						
Total Unclassified	2	0	26	0	28	1.9
% of Unclassified	7.1	0	92.9	0		
% by Race	0.2	0	66.6	0		
Freshmen	310	54	3	8	375	24.8
% of Freshmen	82.7	14.4	0.8	2.1		
% by Race	23.9	37.0	7.7	26.7		
Sophomore	159	31	2	4	196*	13.0
% of Sophomores	81.2	15.8	1.0	2.0		
% by Race	12.3	21.3	5.1	13.3		
Junior	197	18	1	4	220*	14.6
% of Juniors	89.5	8.2	0.5	1.8		
% by Race	15.2	12.3	2.6	13.3		
Senior	230	13	2	5	250	16.6
% of Seniors	92.0	5.2	0.8	2.0		
% by Race	17.8	8.9	5.1	16.7		
Total Undergraduate	896	116	8	21	1,041	69.0
% of Undergraduate	86.1	11.1	0.8	2.0		
% by Race	69.2	79.5	20.5	70.0		
Masters	243	26	4	9	282*	18.7
% of Masters	86.2	9.2	1.4	3.2		
% by Race	18.8	17.8	10.3	30.0		
Doctoral	18	0	0	0	18*	1.2
% of Doctoral	100.0	0	0	0		
% by Race	1.4	0	0	0		
Total Graduate	261	26	4	9	300	19.9
% of Graduate	87.0	8.7	1.3	3.0		
% by Race	20.2	17.8	10.3	30.0		
Total Professional	134	4	1	0	139	9.2
% of Professional	96.4	2.9	0.7	0		
% by Race	10.4	2.7	2.6	0		

* Due to miscoding there are minor discrepancies in classification of students in corresponding table in report by school.

Student level by race shows freshmen as the largest single classification at the University of Louisville. The dramatic decline in the number of sophomores suggests a high attrition rate (transfer, stop-out or drop-out) at this specific point. However, percentages remain fairly stable from that point on, showing an increase at the masters level, which would suggest that a number of people start at the University of Louisville at this specific point in their career. The percentage of doctoral students at the University of Louisville is as expected, very low -- 1.2% of the sample, including students in graduate dental and graduate medical programs. "Professional" students -- 9.2% -- are those enrolled in the Schools of Medicine, Dentistry, and Law.

Breakdown by race shows a steady decline in enrollment for Blacks throughout the first four years of the undergraduate program, suggesting an increase in incoming Black freshmen and/or higher rates of attrition for Blacks in predominantly White colleges.(27) However, percentages for Blacks at the Masters level widely surpass national enrollment figures.(28)

On the other hand, the enrollment of Black students in professional schools at the University of Louisville is currently far below national rates.(29)

(B) SCHOOL

Demographic:
Sex,
Age,
Origin

Table B-1 presents demographic data by school. Male-female enrollment by school shows conventional breakdowns; Medicine, Law, Police Administration, Dentistry, Speed, and Business present a high preponderance of males, from 3 to 1 in Law to almost 8 to 1 in Speed School. Schools with a high percentage of female enrollment are Education, with a ratio of 5 to 1, and Kent School, which has approximately 5 to 2, while the Dental Assistants and Dental Hygiene program and Nursing programs show a 100% female enrollment. University College and the Music School have close to a 3 to 2 male/female ratio. Arts and Sciences is the only school with approximately equal proportions of males to females.

Fifty to 60% of the students in schools admitting high school graduates, such as Arts and Sciences, Nursing, etc., are between 16 and 22 years of age. Conversely, over 70% of the students in schools such as Law, Dentistry, Medicine, and Kent -- where a baccalaureate degree is required for admission -- are in the 22 to 30 age bracket.

The School of Education, Arts and Sciences, and University College exhibit varying proportions for the age bracket between 16 and 30, however, 73% of all students over 30 are concentrated in these three schools.

Breakdown of schools by geographic dispersion shows that students from the East side of Jefferson County are in a majority throughout all programs with the exception of Dental Assistants and Dental Hygiene, where they are completely

TABLE B-1

DEMOGRAPHIC VARIABLES

	EDUCATION	ARTS AND SCIENCES	MEDICAL	NURSING	LAW	POLICE ADMINISTRATION	DENTAL	DENTAL ASSISTANTS	DENTAL HYGIENE	SPEED	UNIVERSITY COLLEGE	MUSIC	BUSINESS	KENT	TOTAL NUMBER	TOTAL PERCENT
All Students	146	544	62	15	64	15	27	3	1	129	338	23	93	48	1,508	100.0
	9.7	36.1	4.1	1.0	4.2	1.0	1.8	0.2	0.1	8.5	22.4	1.5	6.2	3.2		
Race																
White	115	464	57	14	62	15	26	3	1	103	286	19	85	43	1,293	85.7
% by Race	8.9	35.9	4.4	1.1	4.8	1.2	2.0	0.2	0.1	8.0	22.0	1.5	6.6	3.3		
% by School	78.8	85.2	92.0	93.3	96.9	100.0	96.3	100.0	100.0	79.8	84.6	82.7	91.4	89.6		
Black	23	58	1	0	2	0	1	0	0	7	42	2	5	5	146	9.7
% by Race	15.8	39.7	0.7	0	1.4	0	0.7	0	0	4.8	28.7	1.4	3.4	3.4		
% by School	15.7	10.7	1.6	0	3.1	0	3.7	0	0	5.4	12.4	8.7	5.4	10.4		
Other	7	15	2	1	0	0	0	0	0	2	8	1	3	0	39	2.6
% by Race	17.9	38.5	5.1	2.6	0	0	0	0	0	5.1	20.5	2.6	7.7	0		
% by School	4.8	2.8	3.2	6.7	0	0	0	0	0	1.6	2.4	4.3	3.2	0		
Foreign National	1	7	2	0	0	0	0	0	0	17	2	1	0	0	30	2.0
% by Race	3.3	23.3	6.7	0	0	0	0	0	0	56.7	6.7	3.3	0	0		
% by School	0.7	1.3	3.2	0	0	0	0	0	0	13.2	0.6	4.3	0	0		
Sex																
Male	24	293	51	0	48	13	21	0	0	114	200	14	70	14	862	57.2
% of all Males	2.8	34.0	5.9	0	5.6	1.5	2.4	0	0	13.2	23.2	1.6	8.2	1.6		
% by School	16.4	53.9	82.3	0	75.0	86.7	77.8	0	0	88.4	59.2	60.9	75.3	29.2		
Female	122	251	11	15	16	2	6	3	1	15	138	9	23	34	646	42.8
% of all Females	18.9	38.9	1.7	2.2	2.5	0.3	0.9	0.5	0.2	2.2	21.4	1.4	3.6	5.3		
% by School	83.6	46.1	17.7	100.0	25.0	13.3	22.2	100.0	100.0	11.6	40.8	39.1	24.7	70.8		

(Cont.)

TABLE B-1 (CONT.)

	EDUCATION	ARTS AND SCIENCES	MEDICAL	NURSING	LAW	POLICE ADMINISTRATION	DENTAL	DENTAL ASSISTANTS	DENTAL HYGIENE	SPEED	UNIVERSITY COLLEGE	MUSIC	BUSINESS	KENT	TOTAL NUMBER	TOTAL PERCENT
Age																
16 - 22	11	319	3	7	1	8	2	3	0	76	69	15	20	0	534	35.4
% of Age Group	2.1	59.7	0.6	1.3	0.2	1.5	0.4	0.6	0	14.2	12.9	2.8	3.7	0		
% by School	7.5	58.6	4.8	46.7	1.6	53.3	7.4	100.0	0	58.9	20.4	65.2	21.5	0		
23 - 30	83	175	53	7	51	5	23	0	1	36	172	8	52	34	700	46.4
% of Age Group	11.9	25.0	7.6	1.0	7.3	0.7	3.3	0	0.1	5.1	24.6	1.1	7.4	4.9		
% by School	56.9	32.2	85.5	46.7	79.6	33.3	85.2	0	100.0	27.9	50.9	34.8	55.9	70.8		
31 - 45	44	40	5	1	11	1	2	0	0	15	80	0	18	11	228	15.1
% of Age Group	19.3	17.6	2.2	0.4	4.8	0.4	0.9	0	0	6.6	35.1	0	7.9	4.8		
% by School	30.1	7.4	8.1	6.6	17.2	6.7	7.4	0	0	11.6	23.7	0	19.3	22.9		
Over 45	8	7	0	0	1	1	0	0	0	2	16	0	1	3	39	2.6
% of Age Group	20.5	17.9	0	0	2.6	2.6	0	0	0	5.1	41.0	0	2.6	7.7		
% by School	5.5	1.3	0	0	1.6	6.7	0	0	0	1.6	4.7	0	1.1	6.3		
No Data	0	3	1	0	0	0	0	0	0	0	1	0	2	0	7	0.5
% of Age Group	0	42.8	14.3	0	0	0	0	0	0	0	14.3	0	28.6	0		
% by School	0	0.5	1.6	0	0	0	0	0	0	0	0.3	0	2.2	0		
Origin																
Jefferson Co. Total	119	433	31	10	40	12	16	2	0	93	299	9	83	28	1,175	77.5
% of Jefferson Co. Residents	10.1	36.8	2.6	0.9	3.4	1.0	1.4	0.2	0	7.9	25.4	0.8	7.1	2.4		
% by School	81.5	79.6	50.0	66.7	62.5	80.0	59.3	66.7	0	72.2	88.5	39.1	89.2	58.3		
West	15	72	1	0	3	1	0	0	0	17	58	0	3	1	171	11.4
% of W. Residents	8.8	42.0	0.6	0	1.8	0.6	0	0	0	9.9	33.9	0	1.8	0.6		
% by School	10.3	13.2	1.6	0	4.7	6.7	0	0	0	13.2	17.2	0	3.2	2.1		
Southwest	10	44	2	2	0	2	1	1	0	11	46	1	13	1	134	8.9
% of S.W. Residents	7.5	32.9	1.5	1.5	0	1.5	0.7	0.7	0	8.2	34.4	0.7	9.7	0.7		
% by School	6.8	8.1	3.2	13.3	0	13.3	3.7	33.4	0	8.5	13.6	4.3	14.0	2.1		

(Cont.)

TABLE B-1 (CONT.)

	EDUCATION	ARTS AND SCIENCES	MEDICAL	NURSING	LAW	POLICE ADMINISTRATION	DENTAL	DENTAL ASSISTANTS	DENTAL HYGIENE	SPEED	UNIVERSITY COLLEGE	MUSIC	BUSINESS	KENT	TOTAL NUMBER	TOTAL PERCEN
Origin (Cont.)																
South	14	27	3	0	4	1	0	0	0	7	45	0	10	1	112	7.4
% of S. Residents	12.5	24.1	2.7	0	3.6	0.9	0	0	0	6.3	40.1	0	8.9	0.9		
% by School	9.6	5.0	4.8	0	6.3	6.7	0	0	0	5.4	13.3	0	10.8	2.1		
Southeast	16	49	1	1	4	2	2	1	0	14	51	1	14	0	156	10.3
% of S.E. Residents	10.3	31.4	0.6	0.6	2.6	1.3	1.3	0.6	0	9.0	32.7	0.6	9.0	0		
% by School	11.0	9.0	1.6	6.7	6.3	13.3	7.4	33.3	0	10.9	15.1	4.3	15.1	0		
East	50	183	17	6	22	5	12	0	0	34	80	6	34	13	462	30.6
% of E. Residents	10.8	39.5	3.7	1.3	4.8	1.1	2.6	0	0	7.4	17.3	1.3	7.4	2.8		
% by School	34.2	33.6	27.5	40.0	34.3	33.3	44.5	0	0	26.4	23.7	26.2	36.4	27.0		
Central	14	58	7	1	7	1	1	0	0	10	19	1	9	12	140	9.3
% of Central Residents	10.0	41.5	5.0	0.7	5.0	0.7	0.7	0	0	7.1	13.6	0.7	6.4	8.6		
% by School	9.6	10.7	11.3	6.7	10.9	6.7	3.7	0	0	7.8	5.6	4.3	9.7	25.0		
Other Kentucky Counties	20	50	24	3	17	1	8	1	0	9	18	2	2	11	166	11.0
% of Other Ky. County Residents	12.0	30.1	14.5	1.8	10.2	0.6	4.8	0.6	0	5.4	10.8	1.3	1.3	6.6		
% by School	13.7	9.2	38.7	20.0	26.6	6.7	29.6	33.3	0	7.0	5.3	8.7	2.2	22.9		
Out-of-State	7	61	7	2	7	2	3	0	1	27	21	12	8	9	167	11.1
% of Out-of-State Residents	4.2	36.4	4.2	1.2	4.2	1.2	1.8	0	0.6	16.2	12.6	7.2	4.8	5.4		
% by School	4.8	11.2	11.3	13.3	10.9	13.3	11.1	0	100.0	20.8	6.2	52.2	8.6	18.8		

absent. Students from the remainder of the County tend to concentrate in the Schools of Education, Arts and Sciences, Speed, and University College. Out of state students seem to be attracted to the Music School, Speed, and Kent School of Social Work.

Maturational:
Marital,
Veteran Status

Table B-2 summarizes maturational variables which show that marital status follows the patterns described by age breakdowns, i.e. schools with high incidence of young, beginning students also have high proportions of unmarried students and vice versa.

Veterans appear to be drawn to programs in University College, Arts and Sciences, and the School of Business.

Financial:
Support Source,
Employment

Financial variables (Table B-3) show that from 40 to 60% of the sampled students across the University are financed by their parents with the exception of those in Education, Kent, and University College. The majority of the population in these schools are self-supporting. Loans, work-study, scholarships, and grants appear to assist mostly students in Arts and Sciences.

Approximately 36% of the student sample had full-time employment in the fall of 1976. Most of these students were in University College, where they comprised over 73% of the population. High proportions of full-time workers were also found in the School of Education -- 60%, the School of Business -- 46%, and Kent School -- 24%. Twenty percent of our students held part-time jobs. These were concentrated mainly in the School of Arts and Sciences, where they represent almost 57% of all students.

Involvement:
Full-Time/
Part-Time;
Housing,
On-Campus
Employment

Variables relating to time spent on campus, presented in Table B-4 show that almost all schools at the University of Louisville have very high proportions of full-time enrollment -- 70% or better. However, both the School of Education and University College have large numbers of part-time students -- 72% and 75% respectively -- while the School of Business has an

TABLE B-2

MATURATIONAL VARIABLES

	EDUCATION	ARTS AND SCIENCES	MEDICAL	NURSING	LAW	POLICE ADMINISTRATION	DENTAL	DENTAL ASSISTANTS	DENTAL HYGIENE	SPEED	UNIVERSITY COLLEGE	MUSIC	BUSINESS	KENT	TOTAL NUMBER	TOTAL PERCENT
All Students	146	544	62	15	64	15	27	3	1	129	338	23	93	48	1,508	100.0
	9.7	36.1	4.1	1.0	4.2	1.0	1.8	0.2	0.1	8.5	22.4	1.5	6.2	3.2		
Marital Status																
Not Married	63	410	37	11	32	11	11	3	1	103	162	22	48	23	937	62.1
% Not Married	6.7	43.8	4.1	1.1	3.4	1.1	1.1	0.3	0.1	11.0	17.3	2.4	5.1	2.5		
% by School	42.8	75.3	59.7	73.3	50.0	73.3	40.7	100.0	100.0	79.8	47.9	95.7	51.6	47.9		
Married	83	134	25	4	32	4	16	0	0	26	176	1	45	25	571	37.9
% Married	14.5	23.5	4.4	0.7	5.6	0.7	2.8	0	0	4.6	30.8	0.1	7.9	4.4		
% by School	57.2	24.7	40.3	26.7	50.0	26.7	59.3	0	0	20.2	52.1	4.3	48.4	52.1		
Veteran Status																
Yes	7	30	1	1	15	5	2	0	0	12	61	2	21	1	158	10.5
% of Veterans	4.4	19.0	0.6	0.6	9.5	3.2	1.3	0	0	7.6	38.6	1.3	13.3	0.6		
% by School	4.8	5.5	1.6	6.7	23.4	33.3	7.4	0	0	9.3	18.0	8.7	22.6	2.1		
No	139	514	61	14	49	10	25	3	1	117	277	21	72	47	1,350	89.5
% of Non-Veterans	10.2	38.2	4.5	1.0	3.6	0.7	1.9	0.2	0.1	8.7	20.5	1.6	5.3	3.5		
% by School	95.2	94.5	98.4	93.3	76.6	66.7	92.6	100.0	100.0	90.7	82.0	91.3	77.4	97.9		

TABLE B-3

FINANCIAL VARIABLES

	EDUCATION	ARTS AND SCIENCES	MEDICAL	NURSING	LAW	POLICE ADMINISTRATION	DENTAL	DENTAL ASSISTANTS	DENTAL HYGIENE	SPEED	UNIVERSITY COLLEGE	MUSIC	BUSINESS	KENT	Total Number	Total Percent
All Students	146	544	62	15	64	15	27	3	1	129	338	23	93	48	1,508	100.0
	9.7	36.1	4.1	1.0	4.2	1.0	1.8	0.2	0.1	8.5	22.4	1.5	6.2	3.2		
Support Source																
Loan	6	103	4	7	3	1	4	1	1	16	41	5	17	3	212	14.1
% of Loan Recipients	2.8	48.6	1.9	3.3	1.4	0.5	1.9	0.5	0.5	7.5	19.3	2.4	8.0	1.4		
% by School	4.1	18.9	6.5	46.7	4.7	6.7	14.8	33.3	100.0	12.4	12.1	21.8	18.3	6.3		
Parents	21	286	29	7	24	9	16	2	0	68	110	14	37	6	629	41.6
% with Parental Support	3.3	45.5	4.5	1.1	3.8	1.4	2.6	0.3	0	10.9	17.5	2.2	5.9	1.0		
% by School	14.4	52.6	46.7	46.7	37.5	60.0	59.3	67.6	0	52.6	32.5	60.9	39.8	12.5		
Grant	12	61	0	0	0	1	0	0	0	5	8	0	0	2	89	5.9
% of Grant Recipients	13.5	68.6	0	0	0	1.1	0	0	0	5.6	9.0	0	0	2.2		
% by School	8.2	11.2	0	0	0	6.7	0	0	0	3.9	2.4	0	0	4.2		
Work-Study	0	2	0	0	0	0	0	0	0	2	0	0	0	0	4	0.3
% of Work-Study Recipients	0	50.0	0	0	0	0	0	0	0	50.0	0	0	0	0		
% by School	0	0.4	0	0	0	0	0	0	0	1.6	0	0	0	0		
Scholarship	2	13	6	0	1	0	1	0	0	6	2	1	1	0	33	2.2
% of Scholarship Recipients	6.1	39.4	18.2	0	3.0	0	3.0	0	0	18.2	6.1	3.0	3.0	0		
% by School	1.4	2.4	9.7	0	1.6	0	3.7	0	0	4.7	0.6	4.3	1.0	0		
V.A.	4	19	1	0	15	2	2	0	0	9	35	2	10	0	99	6.6
% with V.A. Benefits	4.0	19.2	1.0	0	15 2	2.0	2.0	0	0	9.1	35.4	2.0	10.1	0		
% by School	2.7	3.5	1.6	0	23.4	13.3	7.4	0	0	7.0	10.4	8.7	10.8	0		

TABLE B-3 (CONT.)

	EDUCATION	ARTS AND SCIENCES	MEDICAL	NURSING	LAW	POLICE ADMINISTRATION	DENTAL	DENTAL ASSISTANTS	DENTAL HYGIENE	SPEED	UNIVERSITY COLLEGE	MUSIC	BUSINESS	KENT	Total Number	Total Percent
Support Source (cont.)																
Self-Support	101	60	22	1	21	2	4	0	0	23	142	1	28	37	442	29.3
% Self-Supporting	22.9	13.6	5.0	0.2	4.8	0.5	0.9	0	0	5.2	32.0	0.2	6.3	8.4		
% by School	69.2	11.0	35.5	6.6	32.8	13.3	14.8	0	0	17.8	42.0	4.3	30.1	77.0		
Employment																
Full-time	88	93	6	3	15	4	1	0	0	36	249	5	42	11	554	36.7
% of Full-time	15.9	16.8	1.1	0.5	2.7	0.7	0.2	0	0	6.6	45.0	0.9	7.6	2.0		
% by School	60.3	17.1	8.1	20.0	23.4	26.7	3.7	0	0	27.9	73.7	26.1	46.2	24.5		
Part-time	24	178	1	3	16	3	5	1	0	30	12	5	25	10	313	20.8
% of Part-time	7.7	56.8	0.3	1.0	5.1	1.0	1.6	0.3	0	9.6	3.8	1.6	8.0	3.2		
% by School	16.4	32.7	1.6	20.0	25.0	20.0	18.5	33.3	0	23.3	3.5	21.7	26.9	20.4		
Not Employed	34	273	56	9	33	8	21	2	1	63	77	12	25	27	641	42.5
% Not Employed	5.3	42.5	8.7	1.4	5.2	1.3	3.3	0.3	0.2	9.8	12.0	1.9	3.9	4.2		
% by School	23.3	50.2	90.3	60.0	51.6	53.3	77.8	66.7	100.0	48.8	22.8	52.2	26.9	55.1		

TABLE B-4

INVOLVEMENT VARIABLES

	EDUCATION	ARTS AND SCIENCES	MEDICAL	NURSING	LAW	POLICE ADMINISTRATION	DENTAL	DENTAL ASSISTANTS	DENTAL HYGIENE	SPEED	UNIVERSITY COLLEGE	MUSIC	BUSINESS	KENT	TOTAL NUMBER	TOTAL PERCENT
All Students	146	544	62	15	64	15	27	3	1	129	338	23	93	48	1,508	100.0
	9.7	36.1	4.1	1.0	4.2	1.0	1.8	0.2	0.1	8.5	22.4	1.5	6.2	3.2		
Enrollment																
Full-Time	41	427	57	11	61	12	26	3	1	105	85	16	31	37	933	61.9
% Full-Time	4.4	45.7	6.1	1.2	6.5	1.3	2.8	0.3	0.1	11.3	9.1	1.7	5.5	4.0		
% by School	28.1	78.5	91.9	73.3	95.3	80.0	96.3	100.0	100.0	81.4	25.1	69.6	54.8	77.1		
Part-Time	105	117	5	4	3	3	1	0	0	24	253	7	42	11	575	38.1
% Part-Time	18.3	20.3	0.9	0.7	0.5	0.5	0.2	0	0	4.2	44.0	1.2	7.3	1.9		
% by School	71.9	21.5	8.1	26.7	4.7	20.0	3.7	0	0	18.6	74.9	30.4	45.2	22.9		
Housing																
Resident	3	67	7	2	4	3	2	0	0	8	8	9	3	5	121	8.0
% of Residents	2.5	55.3	5.8	1.7	3.3	2.5	1.7	0	0	6.6	6.6	7.4	2.5	4.1		
% by School	2.0	12.3	11.3	13.3	6.3	20.0	7.4	0	0	6.2	2.4	39.1	3.2	10.4		
Commuter	143	477	55	13	60	12	25	3	1	121	330	14	90	43	1,387	92.0
% of Commuters	10.3	34.4	4.0	0.9	4.3	0.9	1.8	0.2	0.1	8.7	23.8	1.0	6.5	3.1		
% by School	98.0	87.7	88.7	86.7	93.7	80.0	92.6	100.0	100.0	93.8	97.6	60.9	96.8	89.6		
On Campus Employment																
Full-Time	2	3	2	0	1	0	1	0	0	1	12	1	1	0	24	1.6
% of Full-Time	8.3	12.4	8.3	0	4.2	0	4.2	0	0	4.2	50.0	4.2	4.2	0		
% by School	22.2	7.9	100.0	0	33.3	0	100.0	0	0	50.0	100.0	50.0	100.0	0		
Part-Time	7	35	0	0	2	1	0	0	0	1	0	1	0	2	49	3.2
% of Part-Time	14.3	71.5	0	0	4.1	2.0	0	0	0	2.0	0	2.0	0	4.1		
% by School	77.8	92.1	0	0	66.7	100.0	0	0	0	50.0	0	50.0	0	100.0		
Total	9	38	2	0	3	1	1	0	0	2	12	2	1	2	73	4.8
% of Total	12.3	52.1	2.7	0	4.1	1.4	1.4	0	0	2.7	16.5	2.7	1.4	2.7		
% by School	6.1	7.0	3.2	0	4.7	6.7	3.7	0	0	1.5	3.5	8.7	1.1	4.2		

almost 50-50 split. Even though about one-third of the Law School students are enrolled in the evening division, they are not considered strictly part-time by overall University standards. As a result, our sample shows only about 5% of the Law School students in part-time status. Other professional schools have an expected very low part-time population which mainly comprises graduate Dental and graduate Medical programs. The remaining schools, such as Kent, Arts and Sciences, Police Administration, Music, etc., all show around 20% part-time enrollment.

Eight percent of all working students have on-campus jobs. Two-thirds of these work part-time, with the remaining one-third as full-time workers. Almost 52% of all students working on-campus are enrolled in the School of Arts and Sciences, 16.5% at University College, and 12.3% in the School of Education.

Fifty-five percent of all students in University housing are in the School of Arts and Sciences, where they represent about 12% of all Arts and Sciences students in the sample. Frequency of students in other schools using dormitories, etc., are too low to permit comment.

Academic:
Applicant Type,
Admission Status,
Academic Status,
College Grade
Point Average

Variables dealing with selected academic factors (Table B-5) show that Arts and Sciences, Music, Nursing, Speed, the Dental Assistant program and University College have reasonably high proportions of beginning students, mostly in the ranges from 43% to 62%. The incidence of transfers from junior colleges either in-state or out-of-state is very small, and they tend to concentrate in the College of Arts and Sciences and University College. Thirty-two percent of transfers from senior colleges are in Arts and Sciences, 15% in University College, 13% in the School of Education. However, the professional schools such as Law, Dentistry, Medicine, and Kent School of Social Work show high proportions of transfers from senior colleges other than the University of Louisville. As expected, intra-university transfers are found in the Schools of Education and Business where students go from Arts and Sciences, due to University requirements, and in Arts and Sciences, moving from University College and vice versa. For the purposes of this study, re-admissions mainly represent students who have re-applied for advanced degrees, therefore they concentrate in graduate and professional programs. The major portion of Jefferson Community College transfers are found in University College, where they make up 15% of the enrollment. The second largest group is in Arts and Sciences, where they constitute 6.3% of the student sample.

Eighty-seven percent of all students are admitted to the University of Louisville in good standing. Students in other categories are found mainly in Arts and Sciences, 6%; in University College, 15.7%; Music, 13%; and 8.6% in Speed School. Arts and Sciences and University College absorb essentially all students admitted on probation.

TABLE B-5

ACADEMIC VARIABLES

	EDUCATION	ARTS AND SCIENCES	MEDICAL	NURSING	LAW	POLICE ADMINISTRATION	DENTAL	DENTAL ASSISTANTS	DENTAL HYGIENE	SPEED	UNIVERSITY COLLEGE	MUSIC	BUSINESS	KENT	Total Number	Total Percent
All Students	146	544	62	15	64	15	27	3	1	129	338	23	93	48	1,508	100.0
	9.7	36.1	4.1	1.0	4.2	1.0	1.8	0.2	0.1	8.5	22.4	1.5	6.2	3.2		
Applicant Type																
Intra-University Transfer	25	22	0	2	0	7	0	0	0	7	31	0	28	0	122	8.1
% Intra-University Transfer	20.6	18.0	0	1.6	0	5.7	0	0	0	5.7	25.4	0	23.0	0		
% by School	17.1	4.0	0	13.3	0	46.7	0	0	0	5.4	9.2	0	30.1	0		
Beginning	0	256	0	7	0	0	0	3	0	80	146	14	0	0	506	33.5
% Beginning	0	50.6	0	1.4	0	0	0	0.6	0	15.8	28.8	2.8	0	0		
% by School	0	47.1	0	46.6	0	0	0	100.0	0	62.0	43.2	60.9	0	0		
Kentucky Junior College	0	5	0	1	0	0	0	0	1	1	1	0	0	0	9	0.6
% Kentucky Junior College	0	55.6	0	11.1	0	0	0	0	11.1	11.1	11.1	0	0	0		
% by School	0	0.9	0	6.7	0	0	0	0	100.0	0.8	0.3	0	0	0		
Out-of-State Junior College	0	6	0	0	0	0	0	0	0	2	5	0	0	0	13	0.9
% Out-of-State Junior College	0	46.1	0	0	0	0	0	0	0	15.4	38.5	0	0	0		
% by School	0	1.1	0	0	0	0	0	0	0	1.6	1.5	0	0	0		
Kentucky Senior College	45	90	30	1	19	2	10	0	0	11	43	3	17	12	283	18.8
% Kentucky Senior College	15.9	31.8	10.6	0.4	6.7	0.7	3.5	0	0	3.9	15.2	1.1	6.0	4.2		
% by School	30.8	16.5	50.0	6.7	29.7	13.3	37.0	0	0	8.5	12.7	13.0	18.3	25.0		
Out-of-State Senior College	31	88	18	1	22	5	6	0	0	15	41	4	12	24	267	17.7
% Out-of-State Senior College	11.6	33.0	6.7	0.4	8.2	1.9	2.2	0	0	5.6	15.4	1.5	4.5	9.0		
% by School	21.2	16.2	29.0	6.7	34.4	33.3	22.2	0	0	11.6	12.1	17.4	12.9	50.0		
Jefferson Community College	2	34	0	3	0	1	0	0	0	6	50	0	17	0	113	7.5
% Jefferson Community College	1.8	30.1	0	2.7	0	0.9	0	0	0	5.3	44.2	0	15.0	0		
% by School	1.4	6.3	0	20.0	0	6.7	0	0	0	4.7	14.8	0	18.3	0		
Readmission	43	43	14	0	23	0	11	0	0	7	21	2	19	12	195	12.9
% Readmission	22.1	22.1	7.2	0	11.8	0	5.6	0	0	3.6	10.8	1.0	9.7	6.1		
% by School	29.5	7.9	21.0	0	35.9	0	40.8	0	0	5.4	6.2	8.7	20.4	25.0		

(Cont.)

TABLE B-5 (CONT.)

	EDUCATION	ARTS AND SCIENCES	MEDICAL	NURSING	LAW	POLICE ADMINISTRATION	DENTAL	DENTAL ASSISTANTS	DENTAL HYGIENE	SPEED	UNIVERSITY COLLEGE	MUSIC	BUSINESS	KENT	Total Number	Total Percent
Admission Status																
Good Standing	141	436	59	15	63	15	25	3	1	118	285	17	86	48	1,312	87.0
% Good Standing	10.8	33.2	4.5	1.1	4.8	1.2	1.9	0.2	0.1	9.0	21.6	1.3	6.6	3.7		
% by School	96.6	80.2	95.2	100.0	98.4	100.0	92.6	100.0	100.0	91.4	84.3	73.9	92.4	100.0		
Limited Load	0	35	0	0	0	0	0	0	0	0	5	1	1	0	42	2.8
% Limited Load	0	83.3	0	0	0	0	0	0	0	0	11.9	2.4	2.4	0		
% by School	0	6.4	0	0	0	0	0	0	0	0	1.6	4.4	1.1	0		
Academic Probation	0	32	0	0	0	0	0	0	0	2	24	0	1	0	59	3.9
% Academic Probation	0	54.2	0	0	0	0	0	0	0	3.4	40.7	0	1.7	0		
% by School	0	5.9	0	0	0	0	0	0	0	1.6	7.1	0	1.1	0		
Special Students	5	41	3	0	1	0	2	0	0	9	24	5	5	0	95	6.3
% Special Students	5.2	43.2	3.2	0	1.1	0	2.1	0	0	9.5	25.3	5.2	5.2	0		
% by School	3.4	7.5	4.8	0	1.6	0	7.4	0	0	7.0	7.1	21.7	5.4	0		
Academic Status																
On Probation	0	44	0	0	3	0	0	0	0	4	19	0	5	0	75	5.0
% On Probation	0	58.7	0	0	4.0	0	0	0	0	5.3	25.3	0	6.7	0		
% by School	0	8.1	0	0	4.7	0	0	0	0	3.1	5.6	0	5.4	0		
Not on Probation	146	500	62	15	61	15	27	3	1	125	319	23	88	48	1,433	95.0
% Not on Probation	10.2	35.0	4.3	1.0	4.3	1.0	1.9	0.2	0.1	8.7	22.3	1.6	6.1	3.3		
% by School	100.0	91.9	100.0	100.0	95.3	100.0	100.0	100.0	100.0	96.9	94.4	100.0	94.6	100.0		

TABLE B-5 (CONT.)

	EDUCATION	ARTS AND SCIENCES	MEDICAL	NURSING	LAW	POLICE ADMINISTRATION	DENTAL	DENTAL ASSISTANTS	DENTAL HYGIENE	SPEED	UNIVERSITY COLLEGE	MUSIC	BUSINESS	EXT	Total Number	Total Percent
Grade Point Average																
0-2.0	5	121	2	1	6	0	1	0	0	35	105	1	16	0	293	19.4
% Between 0-2.0	1.7	41.3	0.7	0.3	2.1	0	0.3	0	0	12.0	35.8	0.3	5.5	0		
% by School	3.4	22.2	3.2	6.6	9.4	0	3.7	0	0	27.1	31.0	4.3	17.2	0		
2.1-2.5	2	91	1	1	25	4	4	1	0	19	57	2	14	0	221	14.7
% Between 2.1-2.5	0.9	41.2	0.5	0.5	11.3	1.8	1.8	0.5	0	8.6	25.7	0.9	6.3	0		
% by School	1.4	16.7	1.6	6.7	39.0	26.7	14.8	33.3	0	14.7	16.9	8.7	15.1	0		
2.6-3.0	21	116	4	4	19	4	13	1	0	22	83	9	20	0	316	20.9
% Between 2.6-3.0	6.6	36.7	1.3	1.3	6.0	1.3	4.1	0.3	0	7.0	26.3	2.8	6.3	0		
% by School	14.4	21.4	6.5	26.7	29.7	26.7	48.2	33.3	0	17.1	24.6	39.2	21.5	0		
3.1-3.5	35	110	4	4	11	4	6	0	0	26	45	6	29	0	280	18.6
% Between 3.1-3.5	12.6	39.3	1.4	1.4	3.9	1.4	2.1	0	0	9.3	16.1	2.1	10.4	0		
% by School	24.4	20.2	6.5	26.7	17.2	26.7	22.2	0	0	20.2	13.3	26.1	31.1	0		
3.6-4.0	80	102	2	4	2	1	3	1	1	23	41	5	13	0	278	18.4
% Between 3.6-4.0	28.8	36.6	0.7	1.4	0.7	0.4	1.1	0.4	0.4	8.3	14.7	1.8	4.7	0		
% by School	54.3	18.8	3.2	26.7	3.1	6.7	11.1	33.3	100.0	17.8	12.1	21.7	14.0	0		
No Data	3	4	49	1	1	2	0	0	0	4	7	0	1	48	120	8.0
% With No Data	2.5	3.3	40.9	0.8	0.8	1.7	0	0	0	3.3	5.8	0	0.8	40.1		
% by School	2.1	0.7	79.0	6.6	1.6	13.2	0	0	0	3.1	2.1	0	1.1	100.0		

Students who are placed on probation at the University of Louisville -- with less than a 2.0 Grade Point Average -- ranked by percentage incidence in each school are in Arts and Sciences, 8.1%; University College, 5.6%; Business, 5.4%; Law, 4.7%; and Speed, 3.1%. No students on probation were reported by any other school or college.

There seem to be large differences in the grading practices of the various schools. Some of these units appear to limit their grading to a three point scale. This is the case of the School of Education, the Nursing program, the Law School, Police Administration, and the Music School. Close to 55% of the students in the School of Education had Grade Point Averages between 3.6 and 4.0, suggesting that the probability of a student obtaining individual grades other than an A are limited. Conversely, most Law students earn grades between 2.0 and 2.5, and only 3.1% of their population has a Grade Point Average between 3.5 and 4.0 indicating low probabilities of earning grades higher than a 2.0. However, chances that a Law student will obtain less than a 2.0 are also very small, as only 6 out of the 64 students in our sample were in this category. Summarizing for this group it could be stated that the School of Education, the Nursing program, and the Music School either attract exceptional students or show a degree of grade inflation, while Law and the School of Police Administration have grade deflation with protection on the low end of the scale -- low probability of grades below a C.

All other schools seem to utilize the full grading spectrum; however, there is no clear indication of central tendencies in the frequencies reported. Even though the full scale is used, there is a high probability of grades better than 2.0 which undoubtedly can be explained through the inherent selection process. The fact that this is an aggregate view by school needs to be kept in mind, since comparative studies by level may change these observations.

Program Related:
Student Level

Students in the various levels by school, Table B-6, fall within the types of programs and admission requirements of those schools, i.e. 100% of the students at Kent are at the graduate level while all students in the Nursing program are undergraduates. The School of Education presents the highest proportion of graduate students, 70%, followed in descending order by Business with 41%, Music with 17%, Arts and Sciences with 15%, Speed with 8%, and Police Administration with 7%. The Medical and Dental Schools have 21% and 4% graduate students respectively, with the remainder in the professional program.

TABLE B-6

PROGRAM RELATED

	EDUCATION	ARTS AND SCIENCES	MEDICAL	NURSING	LAW	POLICE ADMINISTRATION	DENTAL	DENTAL ASSISTANTS	DENTAL HYGIENE	SPEED	UNIVERSITY COLLEGE	MUSIC	BUSINESS	KENT	TOTAL NUMBER	TOTAL PERCENT
All Students	146	544	62	15	64	15	27	3	1	129	338	23	93	48	1,508	100.0
	9.7	36.1	4.1	1.0	4.2	1.0	1.8	0.2	0.1	8.5	24.4	1.5	6.2	3.2		
Student Level																
Total Unclassified	6	11	0	0	0	0	0	0	0	1	8	1	1	0	28	1.9
% of Total Unclassified	21.4	39.2	0	0	0	0	0	0	0	3.6	28.6	3.6	3.6	0		
% by School	4.1	2.0	0	0	0	0	0	0	0	0.8	2.4	4.4	1.1	0		
Freshman	0	165	0	5	0	0	0	3	0	40	157	5	0	0	375	24.8
% of Freshman	0	44.0	0	1.3	0	0	0	0.8	0	10.7	41.9	1.3	0	0		
% by School	0	30.2	0	33.3	0	0	0	100.0	0	31.0	46.4	21.7	0	0		
Sophomore	0	120	0	3	0	0	0	0	1	18	47	5	0	0	194	12.9
% of Sophomores	0	61.9	0	1.5	0	0	0	0	0.5	9.3	24.2	2.6	0	0		
% by School	0	22.1	0	20.0	0	0	0	0	100.0	14.0	13.9	21.7	0	0		
Junior	15	83	0	5	0	8	0	0	0	21	54	3	33	0	222	14.7
% of Junior	6.8	37.8	0	2.3	0	3.6	0	0	0	9.5	24.5	1.4	14.1	0		
% by School	10.3	15.3	0	33.4	0	53.3	0	0	0	16.3	16.0	13.0	35.5	0		
Senior	22	83	0	2	0	6	0	0	0	39	72	5	21	0	250	16.6
% of Senior	8.8	33.2	0	0.8	0	2.4	0	0	0	15.6	28.8	2.0	8.4	0		
% by School	15.1	15.3	0	13.3	0	40.0	0	0	0	30.1	21.3	21.7	22.6	0		
Total Undergraduate	37	451	0	15	0	14	0	3	1	118	330	18	54	0	1,041	69.0
% of Undergraduate	3.6	43.3	0	1.4	0	1.3	0	0.3	0.1	11.3	31.7	1.7	5.3	0		
% by School	25.4	82.9	0	100.0	0	93.3	0	100.0	100.0	91.4	97.6	78.3	58.1	0		

(Cont.)

TABLE B-6 (CONT.)

	EDUCATION	ARTS AND SCIENCES	MEDICAL	NURSING	LAW	POLICE ADMINISTRATION	DENTAL	DENTAL ASSISTANTS	DENTAL HYGIENE	SPEED	UNIVERSITY COLLEGE	MUSIC	BUSINESS	KENT	TOTAL NUMBER	TOTAL PERCENT
Student Level (Cont.)																
Masters	103	69	11	0	0	1	1	0	0	9	0	4	38	48	284*	18.8
% of Masters	36.2	24.3	3.9	0	0	0.3	0.3	0	0	3.2	0	1.4	13.4	17.0		
% by School	70.5	12.7	17.7	0	0	6.7	3.7	0	0	7.0	0	17.4	40.8	0		
Doctoral	0	13	2	0	0	0	0	0	0	1	0	0	0	0	16*	1.1
% of Doctoral	0	81.3	11.8	0	0	0	0	0	0	6.2	0	0	0	0		
% by School	0	2.4	3.2	0	0	0	0	0	0	0.8	0	0	0	0		
Total Graduate	103	82	13	0	0	1	1	0	0	10	0	4	38	48	300	19.9
% of Graduate	34.4	27.4	4.4	0	0	0.3	0.3	0	0	3.3	0	1.3	12.6	16.0		
% by School	70.5	15.1	20.9	0	0	6.7	3.7	0	0	7.8	0	17.4	40.8	100.0		
Total Professional	0	0	49	0	64	0	26	0	0	0	0	0	0	0	439	9.2
% of Professional	0	0	35.3	0	46.0	0	18.7	0	0	0	0	0	0	0		
% by School	0	0	79.1	0	100.0	0	96.3	0	0	0	0	0	0	0		

(C) UNDERGRADUATE/GRADUATE/PROFESSIONAL

Demographic:
Race,
Sex,
Age,
Origin

Table C-1 shows an overall 69 to 31 undergraduate to graduate/professional ratio. Even though enrollment of Blacks in graduate programs is higher than the norm at the University of Louisville, they make up only 8.7% of the graduate population. Out of the 39 "Other U.S. citizens" category, 26 (66.7%) were unclassified, which suggests University of Louisville enrollment in non-degree programs. The lack of Foreign Nationals in professional schools was not surprising, since it reflects University of Louisville admission policies.

Males show a higher proportion in undergraduate programs while more females are present in graduate degree programs, which may explain observations in a prior study by this office showing higher percentages of degrees granted to females than males at the Master's level at the University of Louisville.(30) Males are by far the dominant group in the professional schools with a ratio of 7 to 2. Age distribution conforms to expectations of the researchers, with younger students at the undergraduate level. It should be noted that very few students over 45 are enrolled at the University of Louisville. It may be important for administrators to consider the possibilities of special recruitment efforts for this segment of the urban population.

Since the Eastern section of Jefferson County is the largest contributing area to the University of Lousiville, it was expected that the bulk of undergraduate, graduate, and professional students would indicate Zip Codes from that area as their permanent residence. It was not surprising then to find that 29.1% of all undergraduates, 34.4% of all students in graduate programs, and 32.4% of all those enrolled in professional schools came from that area. It was again evident that a major portion of our students come from Jefferson County. Seventy-three percent of all our graduate students come from Jefferson County, while all other Kentucky counties make up only 12.7% of this group with out-of-state students making up only 14% of the graduate population. "Professional" schools derive 57.5% of their population from Jefferson County, 33.8% from all other Kentucky counties, and only 8.6% from out-of-state. Almost 82% of all undergraduates come from Jefferson County, with very small proportions, 7.6% and 10.5% respectively, from the rest of Kentucky and from out-of state.

Maturational:
Marital,
Veteran Status

Table C-2 presents maturational data. Overall, 62% of our students reported being single, with the highest proportions in undergraduate programs. However, more than half of those students in graduate and professional programs reported being married.

Ten percent of the student population reported veteran status similarly distributed across categories.

TABLE C-1

DEMOGRAPHIC VARIABLES

	Unclassified	Undergraduate	Graduate	Professional	Total Number	Total Percent
All Students	28	1,041	300	139	1,508	100.0
	1.9	69.0	19.9	9.2		
Race						
White	2	896	261	134	1,293	85.7
% by Race	0.2	69.2	20.2	10.4		
% by Level	7.1	86.1	87.0	96.4		
Black	0	116	26	4	146	9.7
% by Race	0	79.5	17.8	2.7		
% by Level	0	11.1	8.7	2.9		
Other	26	8	4	1	39	2.6
% by Race	66.6	20.5	10.3	2.6		
% by Level	92.9	0.8	1.3	0.7		
Foreign National	0	21	9	0	30	2.0
% by Race	0	70.0	30.0	0		
% by Level	0	2.0	3.0	0		
Sex						
Male	14	614	126	108	862	57.2
% of Males	1.6	71.3	14.6	12.5		
% by Level	50.0	59.0	42.0	77.7		
Female	14	427	174	31	646	42.8
% of Females	2.2	66.1	26.9	4.8		
% by Level	50.0	41.0	58.0	22.3		
Age						
16-22	9	514	5	6	534	35.4
% of Age Group	1.7	96.3	0.9	1.1		
% by Level	32.1	49.4	1.7	4.3		
23-30	9	382	193	116	700	46.4
% of Age Group	1.3	54.5	27.6	16.6		
% by Level	32.1	36.7	64.3	83.5		
31-45	8	117	87	16	228	15.1
% of Age Group	3.5	51.3	38.2	7.0		
% by Level	28.7	11.2	29.0	11.5		
Over 45	2	22	14	1	39	2.6
% of Age Group	5.1	56.4	35.9	2.6		
% by Level	7.1	2.1	4.7	0.7		
No Data	0	6	1	0	7	0.5
% of Age Group	0	85.7	14.3	0		
% by Level	0	0.6	0.3	0		

(Cont.)

TABLE C-1 (CONT.)

	Unclassified	Undergraduate	Graduate	Professional	Total Number	Total Percent
Origin						
Jefferson Co. Total	22	853	220	80	1,175	77.9
% Of Jefferson Co. Residents	1.9	72.6	18.7	6.8		
% by Level	78.6	81.9	73.3	57.6		
West	4	147	16	4	171	11.4
% of W. Residents	2.3	86.0	9.4	2.3		
% by Level	14.3	14.1	5.3	2.9		
Southwest	0	119	12	3	134	8.9
% of S.W. Residents	0	88.8	9.0	2.2		
% by Level	0	11.4	4.0	2.2		
South	1	88	16	7	112	7.4
% of S. Residents	0.9	78.5	14.3	6.3		
% by Level	3.6	8.5	5.3	5.0		
Southeast	3	119	27	7	156	10.3
% of S.E. Residents	1.9	76.3	17.3	4.5		
% by Level	10.7	11.4	9.0	5.0		
East	11	303	103	45	462	30.6
% of E. Residents	2.4	65.6	22.3	9.7		
% by Level	39.3	29.1	34.4	32.4		
Central	3	77	46	14	140	9.3
% of Cent. Residents	2.1	55.0	32.9	10.0		
% by Level	10.7	7.4	15.3	10.1		
Other Ky. Counties	2	79	38	47	166	11.0
% of Other Ky. County Residents	1.2	47.6	22.9	28.3		
% by Level	7.1	7.6	12.7	33.8		
Out of State	4	109	42	12	167	11.1
% of Out-of-State Residents	2.4	65.3	25.1	7.2		
% by Level	14.3	10.5	14.0	8.6		

TABLE C-2

MATURATIONAL VARIABLES

	Unclassified	Undergraduate	Graduate	Professional	Total Number	Total Percent
All Students	28	1,041	300	139	1,508	100.0
	1.9	69.0	19.9	9.2		
Marital Status						
Not Married	13	721	129	74	937	62.1
% of Not Married	1.4	76.9	13.8	7.9		
% by Level	42.9	69.2	43.0	53.2		
Married	15	320	171	65	571	37.9
% of Married	2.6	56.0	30.0	11.4		
% by Level	57.1	30.8	57.0	46.8		
Veteran Status						
Yes	2	115	23	18	158	10.5
% of Veterans	1.3	72.7	14.6	11.4		
% by Level	7.1	11.0	7.7	12.9		
No	26	926	277	121	1,350	89.5
% of Non-Veterans	1.9	68.6	20.5	9.0		
% by Level	92.9	89.0	92.3	87.1		

Financial:
Support Source,
Employment

Financial variables, Table C-3, show that almost 50% of the undergraduates are mainly supported by their parents, 18.2% are self-supporting, and only 7.6% receive assistance of some kind from the University.

A very different profile is presented by graduate students, as 67% of this group is self-supporting, and 12.7% receive University aid, with only 11.7% indicating parents as their main source of financial support. Students in professional schools resemble undergraduates in their sources of financial support.

Employment data shows that out of our 1,041 undergraduates, 35% were holding full-time jobs, 21.6% were working part-time, and 43.3% did not report employment. A large proportion of the graduate students, 54.3%, were working full-time, with 20% on part-time employment, while only 26.6% of the total sample of students in professional schools reported having either full or part-time jobs.

Involvement:
Full-Time/
Part-Time;
Housing,
On-Campus
Employment

Enrollment variables are presented in Table C-4. Sixty-two percent of our sample were full-time students. Close to 66% of the undergraduates were taking a full-time credit load in the Fall of 1976, while 62% of the graduate students went to school on a part-time basis. Almost 98% of the students in professional schools were enrolled full-time, which was to be expected since Law is the only professional school allowing for part-time attendance at the University of Louisville.

It has already been mentioned that the number of students in University housing at the University of Louisville is very small. Analysis of the sample showed that approximately 9% of both professional and undergraduate students live in University housing, with the undergraduates concentrated in dormitories and fraternities, and the professional students in apartments -- Medical-Dental apartments, etc. In contrast, only 4.7% of the graduate students use University accommodations.

Only 73 students in our sample were employed on campus in the Fall of 1976. The fact that the largest single group in this category consisted of graduate students working part time was not surprising, since graduate students tend to function as teaching or research assistants. Undergraduates working on campus are very few as a proportion of all students in the sample, and they are split equally between part and full-time employees. Only three students in professional

TABLE C-3

FINANCIAL VARIABLES

	Unclassified	Undergraduate	Graduate	Professional	Total Number	Total Percent
All Students	28	1,041	300	139	1,508	100.0
	1.9	69.0	19.9	9.2		
Support Source						
Loans	3	191	7	11	212	14.1
% of Loan Recipients	1.4	90.1	3.3	5.2		
% by Level	10.6	18.3	2.3	7.9		
Parents	9	519	35	66	629	41.6
% with Parental Support	1.4	82.5	5.6	10.5		
% by Level	28.6	49.8	11.7	47.5		
Grants	1	53	35	0	89	5.9
% of Grant Recipients	1.1	59.6	39.3	0		
% by Level	3.6	5.1	11.7	0		
Work-Study	0	3	1	0	4	0.3
% of Work-Study Recipients	0	75.0	25.0	0		
% by Level	0	0.3	0.3	0		
Scholarship	0	24	2	7	33	2.2
% of Scholarship Recipients	0	72.7	6.1	21.2		
% by Level	0	2.3	0.7	5.1		
V.A.	1	62	18	18	99	6.6
% with V.A. Benefits	1.0	62.6	18.2	18.2		
% by Level	3.6	6.0	6.0	12.9		
Self-Support	14	189	202	37	442	29.3
% Self-Supporting	3.2	42.8	45.6	8.4		
% by Level	53.6	18.2	67.3	26.6		
Employment						
Full-Time	11	365	163	15	554	36.7
% of Full-Time	2.0	65.9	29.4	2.7		
% by Level	39.3	35.1	54.3	10.8		
Part-Time	6	225	60	22	313	20.8
% of Part-Time	1.9	71.9	19.2	7.0		
% by Level	21.4	21.6	20.0	15.8		
Not Employed	11	451	77	102	641	42.5
% of Not Employed	1.7	70.4	12.0	15.9		
% by Level	39.3	43.3	25.7	73.4		

TABLE C-4

INVOLVEMENT VARIABLES

	Unclassified	Undergraduate	Graduate	Professional	Total Number	Total Percent
All Students	28	1,041	300	139	1,508	100.0
	1.9	69.0	19.9	9.2		
Enrollment						
Full-Time	0	684	113	136	933	61.9
% of Full-Time	0	73.3	12.1	14.6		
% by Level	0	65.7	37.7	97.8		
Part-Time	28	357	187	3	575	38.1
% of Part-Time	4.9	62.1	32.5	0.5		
% by Level	100.0	34.3	62.3	2.2		
Housing						
Resident	2	92	14	13	121	8.0
% of Residents	1.7	76.0	11.6	10.7		
% by Level	7.1	8.8	4.7	9.4		
Commuter	26	949	286	126	1,387	92.0
% of Commuters	1.8	68.5	20.6	9.1		
% by Level	92.7	91.2	95.3	90.6		
On-Campus Employment						
Full-Time	0	15	8	1	24	1.6
% of Full-Time	0	62.5	33.3	4.2		
% by Level	0	1.4	2.7	.7		
Part-Time	0	14	33	2	49	3.2
% of Part-Time	0	28.6	67.3	4.1		
% by Level	0	1.3	11.0	1.5		
Total	0	25	41	3	73	4.8
% of Total	0	34.2	56.1	2.7		
% by Level	0	2.7	13.7	2.2		

schools were working on-campus.

Academic:
Applicant Type;
Grade Point Average
Academic Status;
Grade Point Average

Table C-5 presents academic data. The analysis of the sample from the point of view of prior educational experience indicates that 33.7% are beginning students, 36.5% transfer from other senior colleges, 12.4% are re-admissions, 8.4% are intra-university transfers, and 9.0% are transfers from junior colleges, including Jefferson Community College. Characteristics vary markedly between undergraduates and the rest of the sample. Nearly 48% of the undergraduates have started at the University of Louisville upon high school graduation, while almost 70% of combined graduate and professional students have transferred from other institutions.

As mentioned previously, 5% of our students were on probation at the beginning of the Fall semester, 1976. Ninety-six percent of those students were undergraduates, and the remaining 4% in professional programs. No graduate students on probation were reported. Undergraduate as well as professional students presented a very similar profile in their mean Grade Point Average, 2.5 and 2.6 respectively. (Appendix) Graduate students on the other hand are a statistically different group, with a Grade Point Average of 3.4. Detailed breakdown by ranges supports these results, as over 58% of the whole graduate population is within 3.5 and 4.0, and only 15% fall below a 3.0. Both other groups seem to approach a normal distribution. Readers must be reminded that factors such as underlying differences in grading systems among schools do tend to bias results, and that no effort was made to control for those factors.

Program Related:
School;
Student level

Tables and discussion were presented in Section B of this report.

TABLE C-5

ACADEMIC VARIABLES

	Unclassified	Undergraduate	Graduate	Professional	Total Number	Total Percent
All Students	28	1,041	300	139	1,508	100.0
	1.9	69.0	19.9	9.2		
Applicant Type						
Intra-U Transfer	3	114	3	6*	126	8.4
% Intra-U Transfer	2.4	90.4	2.4	4.8		
% by Level	10.7	11.0	1.0	4.3		
Beginning	8	499	2**	0	509	33.7
% Beginners	1.6	98.0	0.4	0		
% by Level	28.6	47.9	.7	0		
KY Jr Coll	1	8	0	0	9	0.6
% KY Jr Coll	11.1	88.9	0	0		
% by Level	3.6	0.8	0	0		
Out of State Jr Coll	0	13	0	0	13	0.9
% Out of State Jr Coll	0	100.0	0	0		
% by Level	0	1.2	0	0		
KY Sr Coll	3	134	90	56	283	18.8
% KY Sr Coll	1.1	47.3	31.8	19.8		
% by Level	10.7	12.9	30.0	40.3		
Out of State Sr Coll	6	116	106	39	267	17.7
% Out of State Sr Coll	2.3	43.4	39.7	14.6		
% by Level	21.4	11.1	35.3	28.1		
Jeff Comm Coll	1	112	1	0	114	7.5
% Jeff Comm Coll	0.9	98.2	0.9	0		
% by Level	3.6	10.8	0.3	0		
Readmission	6	45	98	38	187	12.4
% Readmission	3.2	24.1	52.4	20.3		
% by Level	21.4	4.3	32.7	27.3		
Academic Status						
On Probation	0	72	0	3	75	5.0
% On Probation	0	96.0	0	4.0		
% by Level	0	6.9	0	2.2		
Not on Probation	28	969	300	136	1,433	95.0
% Not on Probation	2.0	67.6	20.9	9.5		
% by Level	100.0	93.1	100.0	97.8		
Grade Point Average						
0-2.0	7	269	10	7	293	19.4
% Between 0-2.0	2.4	91.8	3.4	2.4		
% by Level	25.0	25.8	3.3	5.0		
2.1-2.5	3	185	4	29	221	14.7
% Between 2.1-2.5	1.3	83.8	1.8	13.1		
% by Level	10.7	17.8	1.3	20.9		
2.6-3.0	5	255	24	32	316	20.9
% Between 2.6-3.0	1.6	80.7	7.6	10.1		
% by Level	17.9	24.5	8.0	23.0		
3.1-3.5	4	193	66	17	280	18.6
% Between 3.1-3.5	1.4	68.9	23.6	6.1		
% by Level	14.3	18.6	22.0	12.2		
3.6-4.0	7	123	144	4	278	18.4
% Between 3.6-4.0	2.6	44.2	51.8	1.4		
% by Level	25.0	11.8	48.1	2.9		
No Data	2	16	52	50	120	8.0
% with No Data	1.7	13.3	43.3	41.7		
% of Level	7.1	1.5	17.3	36.0		

* Due to miscoding six students in the "Professional" group appeared as Intra-University transfers even though they should be in the "Readmissions" category.

** Due to miscoding two graduate students appeared as "Beginning" even though they should be transfers from a Junior College.

RECOMMENDATIONS

Even though this study was designed as a profile, and as such is but a description of the student population, it still allows for the elaboration of questions indicative of opportunities that administration may want to explore. This is the case of:

- --low female enrollment
- --low Black male enrollment
- --low enrollment of those over 45
- --unequal reach within different sectors of Jefferson County
- --dramatic decline of enrollment at the end of the freshman year
- --high rate of "probation" among Blacks
- --lower grade point averages among Blacks
- --uneven distribution of minority students across schools
- --inequalities in grading systems across schools

A dialogue should be initiated between planning officials at this University and Institutional Research staff to assess the value of this particular study, and to establish what additional data and information would assist them in executing their function. Efforts should be directed to expand and standardize the data to be collected so that comparisons can be made with similar studies at national and local level undertaken by other institutions.

Profiles of the student population need to be updated periodically in order to assist in the development of long range trends. A step in this direction lies in the implementation of the Student Information System which will reduce the time and effort required to gather and analyze the data.

The type of data included in this particular study has been used to identify and assist groups of students who are likely to withdraw from school without completing their studies. The literature suggests that the experience of the first semester is critical in determining future persistence.(31) Therefore, it seems that this objective may be more efficiently attained by complementing socio-demographic/academic data with diagnostic instruments which would better define individuals "at risk," followed by careful implementation of referral and assistance programs designed to help those particular students.

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UNIVERSITY OF LOUISVILLE
STATUS OF STUDENT RELATED DATA ELEMENTS FOR PLANNING PURPOSES

DATA ELEMENT	MACHINE READABLE	MANUALLY ACCESSIBLE	CURRENTLY NOT AVAILABLE	IN SIS	IN SBP SAMPLE	CURRENT MAIN SOURCE
I. Personal						
Name	X			X	X	Registrar's (1)
Social Security Number	X			X	X	Admissions (1)
Student I.D. Number	X			X	X	Registrar's (1)
Address						
Mailing	X			X		Registration Card
Emergency (2)		X		X		Registration Card
-Relationship		X		X		Registration Card
Permanent	X			X	Zipcodes	Registration Card
-Phone Number			X	X (As Part of Address)		
-Size of the Community			X			
Sex	X			X	X	Admissions/Registration
Race	X			X	X	Admissions/Registration
Citizenship (Country Code)	X			X	X	Registration Card
-Visa Type		X				International Center
Birthdate	X			X	Age	Admissions
Marital Status (2)		X		X	X	Registration Card
Number of Children			X			
-And Ages			X			
Spouse A Student?			X			
Veteran Status	X			X	X	Veteran's Office
Handicap			X	X		
Father's Occupation			X			
Mother's Occupation			X			
Father An Alumnus? (3)			X			Alumni Office
Degree?			X			
Year?			X			

APPENDIX 1

DATA ELEMENT	MACHINE READABLE	MANUALLY ACCESSIBLE	CURRENTLY NOT AVAILABLE	IN SIS	IN SBP SAMPLE	CURRENT MAIN SOURCE
Mother An Alumna? (3)			X			Alumni Office
Degree?			X			Alumni Office
Year?			X			Alumni Office
II. Previous Academic History						
H.S. GPA (4)	X			X	X	Admissions
H.S. Rank (4)	Expressed in Percentile			X	X	Admissions
H.S. Class Size (4)				X		Admissions
H.S. Code		X		X		Student Folder
H.S. Size			X			
H.S. Graduation Date		X		X		Student Folder
H.S. Grades (4)						
-English	X			X		Admissions Office
-Math	X			X		Admissions Office
-Social Science	X			X		Admissions Office
-Natural Science	X			X		Admissions Office
Admissions Tests (ACT/SAT) (4)	X			X	X	Admissions Office
Other Colleges Student Had Scores Sent To			X			
Prospective Field Of Interest	X			X		Available From ACT/SAT Tape
Highest Degree Planned	X					Available From ACT/SAT Tape
Identified Weaknesses (-As Per Student Report)	X					Available From ACT/SAT Tape
Previous Extra-Curricular Activities	X			X		Available From ACT/SAT Tape
Applicant Type (4)	X			X	X	Permanent Record Card
Previous Colleges Attended		X		X		Registration Card/Student Folder
Previous College Size			X			
Degrees Earned		X		X		Registration Card/Transcript

DATA ELEMENT	MACHINE READABLE	MANUALLY ACCESSIBLE	CURRENTLY NOT AVAILABLE	IN SIS	IN SBP SAMPLE	CURRENT MAIN SOURCE
Undergraduate Hours Earned		X		X		Students Folder
Undergraduate Hours With Points		X		X		Students Folder
Undergraduate Points		X		X		Students Folder
Graduate Hours Earned		X		X		Students Folder
Graduate Hours With Points		X		X		Students Folder
Graduate Points		X		X		Students Folder
Hours Earned Through						
-Advanced Placement		X		X		Admissions
-CLEP, Etc.		X		X		Admissions
III. University of Louisville Academic Record						
Admissions Type (4)	X				X	Admissions
Hours Held In Escrow		X		X		Permanent Record Card
School	X			X	X	Registrar's
Current Major	X				X	Registrar's
Cumulative Hours With Points		X			X	Permanent Record Card
Points		X			X	Permanent Record Card
Total Hours Earned		X				Permanent Record Card
Hours Attempted Per Semester		X		X		Drop/Add Cards
Hours Completed Per Semester	X			X		Grade Report
Academic Status		X			X	Permanent Record Card
Change of Major (3)		X		Will Be Available Through Programming		Registration Card By Semester
Extra-Curricular Activities (Plans Only)	X			X(Actual)		Admissions
Highest Degree Planned			X			
Current Degree Program		X		X	X	Registration Card
Classification	X				X	Registrar's
Full Time/Part Time (By Semester)	X				X	Registrar's
Number of Semesters At U of L		X		1st & Last Semester	X	Permanent Record Card
Special Admissions Test Scores, i.e.,GRE		X		X	X	Schools
Residency (State, Co., or Country)	X			X	X	Billing Office

DATA ELEMENT	MACHINE READABLE	MANUALLY ACCESSIBLE	CURRENTLY NOT AVAILABLE	IN SIS	IN SBP SAMPLE	CURRENT MAIN SOURCE
Housing:						
Permanent Home In Jefferson County	X				X	Admissions/Registration Card
Off Campus Housing			X			
Fraternity Housing		X		University Housing	University Housing	Housing Office
Residential Halls		X		University Housing	University Housing	Housing Office
Married Housing		X		University Housing	University Housing	Housing Office
IV. Financial						
Employment (2)						
-Full Time		X			X	Registration Card
-Part Time		X			X	Registration Card
-Not Employed		X			X	Registration Card
-On Campus	X				X	Payroll Office
-Off Campus		X			X	Payroll Office
Financial Aid						
-Type (Award)	X For Vets & ROTC	X		X		Registrar's/Financial Aid Office (6)
-Amount		X		X		Registrar's/Financial Aid Office (6)
-Main Support Source		For Those On Financial Aid		Fianancially Independent	X	Financial Aid Office/ (6) Registration Card
-Family Income		For Those On Financial Aid	X			
IV. Selected Student Services						
Counseling		X				Counseling Center (6)
Tutoring		X				Minority Affairs, WLEP, Counseling Center
Study Skills		X				Minority Affairs, WLEP, Counseling Center
Financial Aid		X		X		Financial Aid Office (6)
Academic Advising		X				In Schools/Departments

(1) An "SBP Master File" was created by merging existing admissions and registrar's records.

(2) Marital status, phone number, emergency address, and employment data are optional items in registration card.

(3) Alumni Office keeps files by school and year of graduation and there is no way we can link former graduates with current students.

(4) Even though there are spaces available for these elements, it was found that in the great majority of cases the data was not entered.

(5) Major with which the student finishes is entered in his/her permanent record at the time of graduation.

(6) Current policy is not to release information on individuals to other units within the University of Louisville.

Office of Institutional Research and Analytical Studies
December 19, 1977

APPENDIX 2

List of Data Elements

Student Identification Number
Race
Sex
Birth Date
Marital Status
Residency
County/Country Code
Zip Code
University of Louisville Housing
Admission Status
Application Type
Veteran Status
High School Rank (Percentile)
High School Grade Point Average
ACT Scores
School Code
Grade Level
Major
Degree Program
Full/Part-time Status
Semesters Completed at University of Louisville
Academic Status
Graduate/Professional Test Scores
Employment Status
Employment Location
Financial Assistance
Credit Hours Completed
Honor Points Earned

From these elements the following variables were derived:

- --Age and Ranges
- --Geographic Location (In/Out-of State, Kentucky Counties other than Jefferson County and Geographical Areas within Jefferson County)
- --College Grade Point Average and Ranges

APPENDIX 3

Jefferson County Zip Codes

West Jefferson County -- 40210,40211,40212,40215,40216
Southwest Jefferson County -- 40214,40249,40258,40272
South Jefferson County -- 40213,40219,40221,40229
Southeast Jefferson County -- 40218,40225,40228,40291,40299
East Jefferson County -- 40205,40206,40207,40220,40222,40223,40231,40243
Central Jefferson County -- 40201,40202,40203,40204,40208,40209,40217

For other Kentucky Counties: "Out-of-State" and "Foreign Students" the County/Country Code was used.

APPENDIX 4

GPA BY RACE

	Mean	Standard Deviation	Number
White	2.7788	0.9140	1,186
Black	2.0011	0.9911	136
Other	2.5992	1.1521	36
Foreign National	2.7153	0.8596	30

APPENDIX 5

GPA BY RACE AND SEX

	Mean	Standard Deviation	Number
White	2,7788	0.9140	1,186
Male	2.6214	0.9111	699
Female	3.0048	0.8707	487
Black	2.0011	0.9111	136
Male	1.8361	0.9487	52
Female	2.1032	1.0085	84
Other	2.5992	1.1521	36
Male	2.3070	1.1833	20
Female	2.9646	1.0332	16
Foreign National	2.7153	0.8596	30
Male	2.6341	0.8874	26
Female	3.2426	0.3895	4

APPENDIX 6

GPA BY CLASS LEVEL

	Mean	Standard Deviation	Number
Unclassified	2.5240	1.3179	26
Freshman	2.2108	1.0644	366
Sophomore	2.5881	0.8446	196
Junior	2.6042	0.8371	216
Senior	2.8756	0.7099	247
Masters	3.4439	0.7070	230
Doctoral	3.5031	0.8958	18
Professional	2.6169	0.5422	89